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ABSTRACT

The educational system of Haiti is described, and guidelines for placement of Haitian students in U.S. schools at the secondary and postsecondary levels are presented. An introductory section covers Haiti's history, government, language, religion, school organization and administration, public and private education, and recent reforms. In addition to considering primary and secondary education, attention is directed to vocational training at the secondary level, teacher training, the State University of Haiti, university centers, and non-university tertiary-level training. Information is included on Haitian degrees, certificates, and diplomas. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials are also provided. For each type of credential, information is provided on the entrance requirement, length of study, study programs that the credential is a prerequisite for in Haiti, and the placement recommendation for study in the United States. Appendices include Haitian grading scales, a glossary, and sample diplomas and certificates, along with a list of courses for the: nursing program, ethnology curriculum, development sciences curriculum, college of agronomy core curriculum, medicine program, and civil engineering program. (SW)

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WORLD EDUCATION SERIES

HAITI

Ruth J. Simmons

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Haiti

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Ruth J. Simmons
Princeton University

1985

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Preface

A long-standing interest in Haiti—its history, its culture and its people—made the undertaking and fulfillment of this project not only professionally interesting but also personally challenging and gratifying. That I was able to deepen my knowledge of this arrestingly distinctive and varied land is due primarily to the encouragement of my colleague Karlene Dickey of Stanford University. For this opportunity, I want especially to thank her.

Rebecca Dixon, the monitor for this study, brought to this venture the much needed discipline to get the work started and the knowledge of where the task should lead; her experience with the practical aspects of evaluating foreign educational credentials was of immense help to me in completing this effort. Many other colleagues from international student and admission offices asked questions, provided information, and answered my own inquiries. Their contributions have been critical to the existence of whatever useful information is to be found in this guide. While I would like to acknowledge each of them for their support, assistance and enthusiasm, I must express special gratitude to James Frey of Educational Credential Evaluators, Inc. and G. James Haas of Indiana University for their particularly useful suggestions.

In Haiti, a number of people greeted me, provided insights and initiated me to the educational system. The Rector of the State University, Dr. Raoul Pierre-Louis, was diligent in arranging interviews and site visits of the various departments of the University. Micheline King of the Haitian-American Institute helped me to understand some of the complexities of placement of students from Haiti. Rachel Barreto Edensword of the U.S. Consulate not only assisted me in arranging the country visit but also provided the means for me to explore the rich art and culture of Haiti. To these individuals and others in Haiti I am grateful.

Finally, I wish to thank my family and friends for their patience and forbearance. The support of my children has been unflagging; their cooperation, invaluable. I only hope that I can make up to them some of the time lost.

Ruth Simmons
Princeton, New Jersey

HAITI

Atlantic Ocean
Cap-Haitien
Gonaives
Golfe de la Gonâve
Saint-Marc
Port-au-Prince
Dominican Republic
Jeremie
Les Cayes
Jacmel
Caribbean Sea

Chapter I

Introduction

The Republic of Haiti, occupying the western third of the island of Hispaniola in the Caribbean Sea, shares with the Dominican Republic an island which is but 600 miles from the southernmost coast of the United States. A semi-arid, mountainous land whose landscape is dominated by peaks, the country has only 20% of its 11,000 square miles below 600 feet. Despite its limited amount of habitable land, Haiti is one of the most densely populated countries in the western hemisphere. Its six million inhabitants are primarily of African descent with a small percentage of the population being of mixed African-Caucasian ancestry.

History

Discovered by Christopher Columbus in 1492, the island of Hispaniola was initially used as a way station for Spain's exploration of the western hemisphere. In 1697, the western third of the island was ceded to France and became known as Saint Domingue. During the ensuing period of French colonization, African slaves were brought to work the coffee and sugar cane plantations. The colonial plantations fostered the development of a caste system which elevated the mulatto above the black slave. Despite the favor they enjoyed among the white colonists, mulattoes, partly out of fear of the implementation of the *Code Noir*, joined the black slave population in a 1791 revolt against the French. By 1804, the country, under Toussaint L'Ouverture, was declared independent from France and was named "Hayti," an aboriginal name meaning "mountainous land." Independence was followed by the separation of Haiti for a time into northern and southern domains. Unified in 1820, Haiti conquered the Spanish section of the island only to see Santo Domingo become a separate state in 1844.

For the next half century, Haiti's numerous leaders presided over virtually continuous internal conflicts. In 1915, the United States, fearing European intervention in the politically unstable country, established a military presence in Haiti. During its formal occupation from 1914 to 1934, the Americans took over the administration of many aspects of Haitian life and established institutions that were designed primarily to protect U.S. economic and political interests in that land. Finally, in 1933, the United States, after Haitian agitation for U.S. departure, signed an agreement to end its occupation and by 1941, the American military presence had come to an end.

The most important leader in post-occupation Haiti was François Duvalier who came to power after an especially turbulent period in the country's history. Although originally elected to office in 1957 under a democratic constitution, Duvalier was able to usurp all power and eliminate political opposition by closing institutions and jailing or exiling unsympathetic educators, clergy, journalists, and politicians. Duvalier was President until his death in 1971 when his son, Jean-Claude Duvalier, acceded to office and became, like his father before him, President-for-Life. The government continues today under centralized control and is supported by a strong military force.

Government

The seat of government is the city of Port-au-Prince which, with its suburbs, constitutes the largest urban area in the country. Other important towns include the northern port and colonial capital Cap-Haitien and the smaller towns of Les Cayes, Gonaives, Jacmel and Saint-Marc. The government of Haiti is a constitutional democracy consisting of three branches: executive, legislative and judicial. In reality, however, most of the authority resides in the presidency since the Constitution gives the President absolute power to appoint all government officials and employees. Decrees, including those affecting education, are issued by the President, and laws are passed by the unicameral legislature. Eleven ministries (including those of agriculture, foreign affairs, interior and national defense, national education, public health and population, etc.) carry out the laws of the country and their secretaries (ministers) are appointed by the President and sit on his Cabinet.

The country is divided into nine regional departments *(départements)*, each of which is headed by a prefect appointed by the President of the Republic. The departments are as follows: Artibonite, Centre, Grand-Anse, Nord, Nord'Est, Nord'Ouest, Ouest, Sud, and Sud'Est. Departments are further divided into municipalities *(arondissements)* headed by locally elected officials. These municipalities are divided into *communes*, rural sections headed by section heads *(chefs de section)*.

Language

According to the Haitian Constitution, the official language of Haiti is French, though only 7%-10% of the population actually speak and read French fluently. The national language is Creole, which is derived from West African and French dialects. Spoken by virtually all Haitians, Creole is, for the most part, a language that Haitians cannot write. Illiteracy is among the highest in Latin America; more than 80% of the population is said to be unable to read and write French or Creole, although this rate diminishes somewhat in the urban areas and is highest in the remote countryside. Basic education in

general and literacy campaigns in particular have been greatly impeded by the fact that learning materials and instruction have traditionally been offered in French. Further complicated by the ineffectiveness of internal communication and transportation, the cost and lack of resources for reproducing texts, and the complexity of adopting an adequate and acceptable orthographic system for Haitian Creole, education in the Creole language has only recently begun to be undertaken to any significant extent. (See "Recent Reforms" later in this chapter.)

Religion

While the role of the church in the development of other Haitian institutions has been significant, its position with regard to education has been and continues to be of even greater consequence. The State religion is Roman Catholicism but the population practices Voodoo in combination with Catholicism and other religions. Although most Haitians profess Catholicism, Protestant denominations are growing. This growth may be attributed in large part to the fact that Catholicism was traditionally identified with the urban elite while Protestant missionary efforts focused on the rural and urban poor. Today, both Protestant and Catholic schools figure prominently in the private and public educational structure of the country.

Voodoo, the most widespread religion in Haiti, is based on a belief in a number of deities, one of which is the Christian God. Though Voodoo as a religion has a definite structure and its priests and priestesses require training, it lacks the institutional organization and economic resources of other religions and therefore has had no noticeable influence on educational structures. It would be a mistake, however, to ignore the significance of its cosmology on Haitian life and mores, and therefore its inevitably strong impact on attitudes toward and processes of learning.

Education

Overview

The roots of Haitian education may be traced to colonial Haiti when the French established schools for the education of their children. After independence, both King Henri Christophe in the North and Pétion in the South created schools and made public instruction free. Subsequent presidents of Haiti, in spite of often noteworthy attempts to establish a public system of education, failed to maintain a system of sufficiently high quality to compete with Catholic and other private education. From 1804 until the present time, frequent political changes and the failure of the country to utilize effectively the aid of assistance missions have contributed to a lack of continuity of and steady improvement in the educational system.

A number of factors have shaped the current character of Haitian education: the influence of France—its language and educational system; the presence of Roman Catholic and Protestant missionaries in Haiti prior to and after the colonial period; the emigration of Haitians due to the oppressive political milieu and the lack of a sound economic base to support public institutions and provide jobs; and the dominance of the rural, agricultural sector on the Haitian way of life.

Education in Haiti, modelled after the French system, has not generally followed recent reforms in French education. Many certificates and diplomas suggest their French counterpart but considerable differences may exist. In general, however, education in Haiti continues to reflect basic French philosophy, structures and methodologies, such that Haitian degree programs are accepted by French universities for admission to continuing and advanced study.

Not only is Haitian education dominated by the influence of traditional French education but French religious orders have also provided strong guidance to the Haitian school system. An 1860 Vatican concordat gave to French religious orders the responsibility of establishing and maintaining Catholic schools in Haiti. In this agreement, personnel were to be supplied by the Roman Catholic Church, but the cost of education was otherwise to be borne by the Haitian government. This practice continues today with some schools providing free public education under the aegis and control of ecclesiastics.

Notwithstanding the 1976 constitutional mandate of compulsory education from ages 6 to 14, economic, social and geopolitical circumstances have severely impaired the country's ability to provide education for the majority of students in this age range. Considerable difficulty is caused by the fact that 80% of Haiti's population resides in remote and mountainous areas. The mountainous terrain of this western portion of Hispaniola forced settlements to grow from basin to mountaintop as farmers sought small plots of arable land for subsistence farming. Thus, the relatively small percentage of the population residing in urban areas left the task of developing schools for mass education to remote rural communities. With less than 10% of the national budget designated for education, the underfunded rural educational system has seen only limited success.

A further deterrence to education has been the continuing, massive emigration of trained professionals to the Dominican Republic, France, Cuba, Canada and the United States. The fact that more recent emigrants represent varied social, economic and professional strata within the country does not diminish the impact of earlier waves of skilled workers and university educated emigrants who left during the sixties. Although efforts are being made to retain both normal school trained primary teachers and university educated secondary teachers, these efforts are obstructed by the limited opportunities for advancement in Haitian education, by the often difficult working conditions and by the low salaries for Haitian teachers at all levels.

Organization and Administration

In Haiti, the National Education Ministry and the Department of National Education (Département de l'Education Nationale or DEN; hereafter referred to as the Department of Education; also later referred to as State Department of Education) oversee all areas of education and training. The DEN is divided into divisions of university education; vocational and professional training; literacy and community education; curriculum, orientation and evaluation; culture and planning; and so on. The General Education Directorate of the DEN has a number of further divisions including those of administration and planning, personnel, and pedagogical inspection and assistance (under which the awarding and recording of certificates and diplomas are placed). The General Education Directorate has responsibility for pre-primary, primary, secondary, professional and technical as well as normal education.

Reporting to the Director General are Directors of Services who carry out the guidelines and laws fixed by the Directorate on behalf of the Ministry or Secretary of Education. Personnel who contribute to the overall management of education include section chiefs *(chefs de section),* who must assure individual school compliance with established standards as well as supervise national examinations administered under their section. The School Inspector *(inspecteur)* is responsible for site visits and verification of individual school certificates and attestations.

Although the management of education in its broad, overall context is the task of the Department of Education, a number of other national ministries fund and help to direct specialized training. The Department of Agriculture funds agricultural training; the Department of Public Health funds the training of health science professionals; the Department of Foreign Affairs' Tourism Division is reponsible for hotel, restaurant and guide training; and the Department of Social Affairs funds adult education and literacy campaigns, continuing education and artisan training.

General Characteristics

Traditional education (hereafter referred to as Pre-Reform) is divided into three levels: first, second, and third degrees. Primary (first degree) and secondary (second degree) education lasts six and seven years, respectively, with children attending school from mid-October to mid-July when promotion examinations are given. Academic second degree education is further divided into a first cycle (lower secondary of three years' duration) and a second cycle (upper secondary of four years' duration). A third degree (tertiary education) follows completion of the secondary academic track. Vocational training is divided into first degree training (undertaken at the end of the primary school years and lasting two to four years) and second degree

training which is begun after completion of lower secondary academic studies or first degree vocational studies. Limited third degree (tertiary level) professional and technical training is offered.

The traditional divisions of Haitian education described above are undergoing some revisions at this time due to the enactment of the Educational Reform Law in 1982. This law creates ten years of basic education and three years of secondary education. Two tracks (academic and vocational) will lead to both a classical Baccalaureate and a Technical Baccalaureate. Tables 1.1 and 1.2 outline the Pre-Reform Haitian educational system and the proposed Reform of Haitian education, which was approved by law in 1982.

Boys and girls normally attend schools to which they are admitted on the basis of entrance or admission examination results. These *concours* (or competitions) tend to be offered in September after the reporting of year-end examination results. Students are assigned grades based on a numerical system: 10, 20 or 100 points. (See Appendix A for suggested U.S. equivalencies.) At the end of the academic year, grades in individual classes are totalled and a general average or *moyenne générale* is obtained. The student who achieves the required average *(moyenne de passage)* specified by the school advances to the next grade. It is important to note that in obtaining the average grade some subjects are assigned greater weight, depending on the relative difficulty, importance, and amount of class time they have been given. This value is termed a coefficient *(coéfficient)* and the total grade earned reflects an appropriate multiple—usually 1, 2 or 3. For example, in a 10 point grading system, a subject having a value or coefficient of 3 will have a possible total of 30 points. Those 30 points or less will have a more significant bearing on the overall average than a subject which has a coefficient of 1 and total possible points of only 10.

Public and Private Education

Both primary and secondary education may be public or private. Private schools are licensed and even encouraged by the Department of Education but the paucity of places in Haitian public school systems, the limited national budget for education and the demand for education among the population promote inexactitude and lack of diligence in the licensing and inspection of facilities. Yet incentives for the creation of private schools have led to the development of independent schools that merely by virtue of their private status enjoy substantial favor and support among the public. This enthusiasm belies the fact that many private schools, with seriously inadequate physical facilities, have only minimal standards for the hiring of teachers. Indeed, as the disparity in the training level of primary teachers (shown in Table 5.1, "Education Levels of Primary School Teachers, 1981-82") reflects, private schools, though viewed as more "select," offer varied quality in instruction. In fact, any individual possessing the appropriate level of education may be approved to open a private educational establishment that, once opened, is rarely subjected to review. Despite this unevenness in quality, Haitian par-

ents have continued to demonstrate a preference for private education. (See private versus public school enrollments in Table 1.3.)

Public education is provided at little cost to Haitian citizens and may be of two types. Public lay education is that without religious affiliation and is offered wholly under the aegis and direction of the State Department of Education through its various departments. Public presbyterial schools are directed and administered by a Catholic sect or Protestant congregation in the name of the Haitian government, which subsidizes the cost but not necessarily the salaries of the teachers.

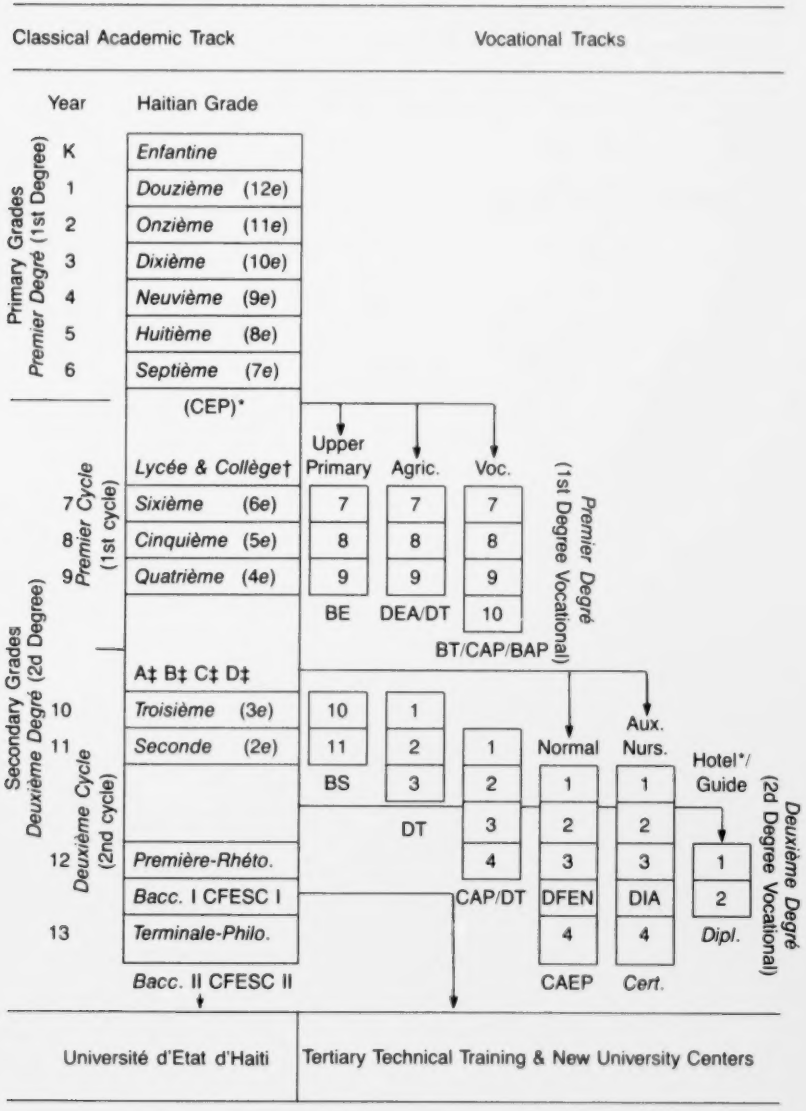
As Table 1.3 shows, there are many more private than public schools in Haiti. The extent of private education is reflected in the fact that, in 1981-82, 69% of the 3,221 primary schools in Haiti were private; however, only 57% of all first degree students were educated in these schools. At the secondary level (not including normal and vocational/technical training), 90% of Haiti's secondary schools were private and educated 83% of Haiti's secondary school students. In normal and tertiary level institutions, public education predominates with almost all training being offered wholly under or sponsored conjointly by the Department of Education.

The tendency to repeat grades and the irregularity of attendance make correlation between chronological age and school level unpredictable. In general, children of advanced age are frequently found in the lower elementary track. In a 1981-82 study, for example, 4% of all rural primary school students, aged 16 years and older, were still in the kindergarten class; 6% were in the first grade; and 10% in the second grade. This pattern continues, to a great extent, into the secondary level; of the total studied in 1981-82, 18% of all secondary level students whose ages were identified were over 19 years of age. (Département de l'Education Nationale, *Annuaire Statistique, 1981-82*, No. 5, p. 99)

Those students who advance to the secondary sequence normally find themselves in private, urban schools. Haitian secondary education, having been developed to serve the children of the elite residing in the large towns, is consequently available almost exclusively in urban areas. Of some 244 secondary schools (educating 66% of the 98,570 secondary school students) in 1981-82, about one-half were to be found in the capital city of Port-au-Prince. Ninety percent of these Port-au-Prince schools were private and only 10% (25 schools) were public. Haitians who seek education at the secondary level are therefore likely to be required to pay tuition and fees (up to $30 U.S. per month for private schools) as well as travel some distance to or reside in a city where they can have access to a high school.

For the students who successfully complete the full seven years of secondary school, the prospects are even more severely limited. Although the failure rate fluctuates from year to year, approximately 65% of the students completing the twelfth year of high school fail the national examination, the *Baccalauréat* I, which is given for admission to the final year of high school. Only 85% of those who continue into the thirteenth year will pass the second and final national examination, the *Baccalauréat* II. Of the over 2,000 elite completing secondary school each year with the highest certificate, only

Table 1.1. Haitian Pre-Reform Education, 1983–84



Key to Table 1.1.

BAP = *Brevet d'Aptitude Professionnelle* (*Brevet* of Vocational Competency)

BE = *Brevet Elémentaire* (*Brevet Simple*)

BT = *Brevet de Technicien*

BS = *Brevet Supérieur* (Higher *Brevet*)

CAP = *Certificat d'Aptitude Professionnelle* (Professional Competency Certificate)

CAEP = *Certificat d'Aptitude à l'Enseignement Professionnel* (Professional Teaching Certificate)

*CEP = *Certificat d'Etudes Primaires* (Primary Studies Certificate). No longer offered.

CFESC I = *Certificat de Fin d'Etudes Secondaires Classiques, Première Partie* (Certificate of Completion of Classical Secondary Studies, Part I)

CFESC II = *Certificat de Fin d'Etudes Secondaires Classiques, Deuxième Partie* (Certificate of Completion of Classical Secondary Studies, Part II)

DEA = *Diplôme d'Enseignement Agricole* (Diploma in Agricultural Teaching)

DFEN = *Diplôme de Fin d'Etudes Normales* (Normal School Completion Diploma)

DIA = *Diplôme d'Infirmière Auxiliaire* (Diploma of Auxiliary Nursing)

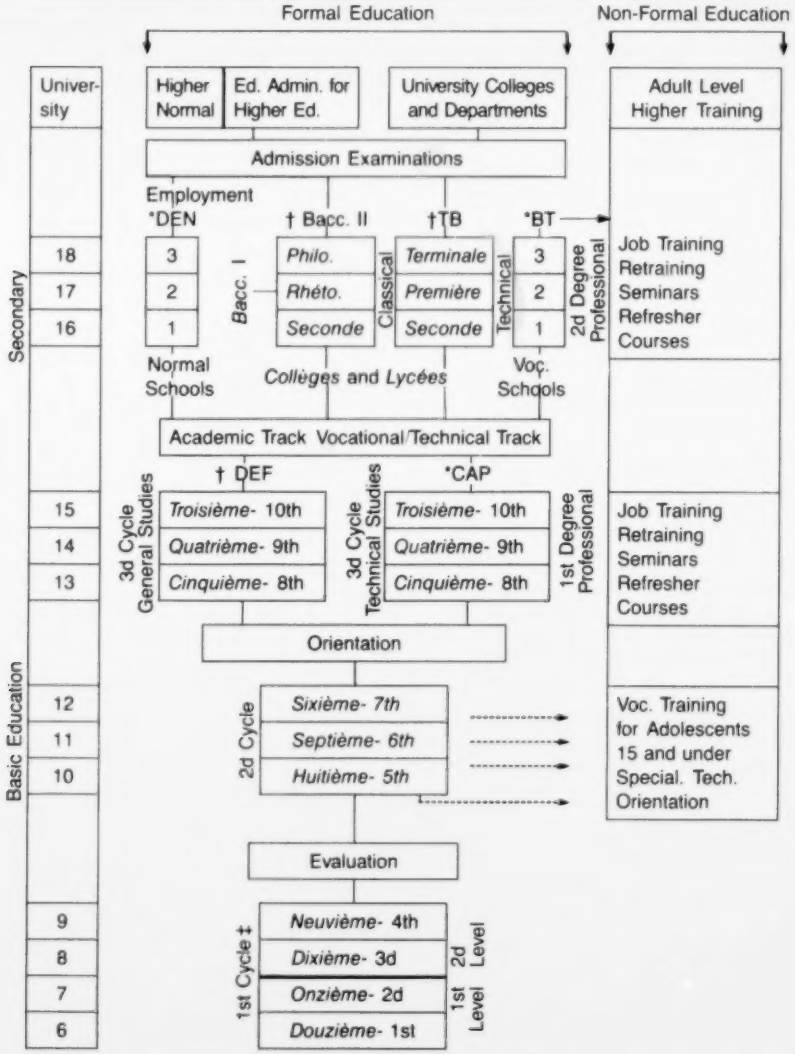
Dipl. = *Diplôme* (Diploma)

DT = *Diplôme de Technicien* (Technician's Diploma)

† Some *lycées* and *collèges* include primary grades.

‡ Indicates four sections of study.

Table 1.2. 1982 Haitian Educational Reform



* General Education Diplomas: DEF - *Diplôme d'Enseignement Fondamental* (Basic Education Diploma); Bacc. - *Baccalauréat* (Baccalaureates I and II)

† Vocational Education Diplomas: DEN - *Diplôme d'Enseignement Normal* (Normal School Diploma); CAP - *Certificat d'Aptitude Professionnelle* (Certificate of Professional Competency); BT - *Brevet de Technicien* (Technician's *Brevet*); TB - *Baccalauréat Technique* (Technical Baccalaureate)

‡ As of Fall 1983, implemented through the first cycle in one-third of all primary schools.

Table 1.3. Enrollments in Public and Private Schools, 1981–82

Level	Sector		Schools	Teachers	Students
Primary	Public		1,000	5,401	282,366
	Private		2,221	9,712	375,736
		Total	3,221	15,113	658,102
Secondary	Public		25	807	15,868
	Private		219	3,432	79,732
		Total	244	4,239	95,600
Normal	Public		6	108	757
	Private		1	20	76
		Total	7	128	833
Vocational	Public		13	211	2,205
	Private		N/A	N/A	N/A
Tertiary	Public		12	598	3,597
	Private		N/A	N/A	N/A

Source: Département de l'Education Nationale, *Annuaire Statistique, 1981–82*, No. 5, p. 4.

about 50% will be able to enter the State University of Haiti which admits less than 1,000 students per year. Although a number of newer university centers exist, enrollment in these requires a substantial sacrifice for the family whose annual income may be little more than $2,500 per annum in the city and substantially less in rural areas.

Recent Reforms

In the past, a number of technical assistance missions have addressed the problems which have beset education in Haiti. Among recommendations for improvement in education have been the following: 1) the suppression of French in favor of Creole as the language of instruction; 2) an administrative reorganization which more effectively centralizes public education; 3) the updating of curricula at the intermediate and secondary levels; 4) the lightening of the classical content of the curriculum in favor of subjects that correspond to the more "pragmatic" criteria of technical, vocational and professional training; 5) unification of rural and urban schools under the Department of National Education; and 6) the establishment of a basic education cycle that emphasizes preparation of students in basic skills. A number of these recommendations have been enacted through a series of laws effecting significant changes in Haitian education.

These recent initiatives began with a law of 1978 which brought the rural and urban school systems under the Department of Education. The Organic Law of 1979 legalized Creole as the language of instruction and reorganized the Department of Education into regional departments so that rural education could be managed more efficiently. A November 22, 1984 law further reorganized the Department of Education and strengthened its ability to regulate both private and public education. However, no recent law has been more significant than the Educational Reform Law of 1982 which effectively called for a new educational system based on ten years of basic education (see Table 1.2).

In implementing a ten year basic school *(école fondamentale)*, the Department of Education is seeking to expand the opportunities for Haitian children to complete their education at the most fundamental level. The use of Creole as the language of instruction is important to the implementation of that goal. Basic education in the native language had been orginally defined by a United Nations Educational, Scientific, and Cultural Organization (UNESCO) study team as the most favorable way to address the educational needs of this developing country. The ten-year educational program is designed to help children develop the most important cognitive and communication skills needed to understand and function within their environment, to exercise their rights as citizens and to participate in and enhance the development of the country. This educational reform was initiated in the first four grades of the primary sequence in the Fall of 1983 but the reform curriculum was not expected to make its way up through the primary grades and into the secondary level until the end of the decade.

Despite the enactment of the Educational Reform Law, many in Haiti are opposed to elements of the Reform. Particularly controversial is the suppression of written French. (Creole, under the Reform, is the language of instruction.) A number of the most influential private school directors openly question the implementation of the reform and have reaffirmed their commitment to offering classical French primary and secondary education.

The impact of the reform on higher education will remain open to question for some time. Although the proposed professional and vocational tracks of the educational reform are not intended to preclude continuation to the tertiary level, there are currently few tertiary level vocational schools. A Technical Baccalaureate will almost certainly necessitate the creation of additional vocational training facilities at the tertiary level. While the definition of cycles in academic secondary schools is expected to change, the last three years of high school should continue the current emphasis on pre-university subjects. Similarly, university programs will continue to require completion of the academic (classical) track.

Chapter II

Primary Education

Enseignement Elémentaire

Free education in Haiti is mandated by the 1950 Constitution and, although enforcement is not widespread, education is compulsory from ages 6 to 14. Primary education takes place under the direction and planning of the Division of Primary Urban and Rural Education of the Department of Education.

Despite the legal basis for publicly supported education, the concept of a completely free education is unknown in Haiti. With the typical cost for public schools including the payment of fees and the purchase of textbooks, supplies and mandatory school uniforms, some Haitian families find themselves only marginally able to send their children to school. Private schools require payment of tuition and fees in addition to the purchase of textbooks and uniforms.

Preschool (*Ecole Maternelle*)

Pre-primary aged children (under the age of 5) may enroll in *écoles maternelles* (preschools or kindergartens). These schools are private establishments that prepare young children for admission to primary schools after one or two years. Those who complete at least one year in a preschool enter elementary school and go directly to the *cours préparatoire* I, the first year of the primary preparatory cycle.

Pre-Reform Primary Education (*Enseignement Elémentaire*)

Structure of First Degree Studies

Lasting for six years (seven in rural schools in which a kindergarten year is included), primary education under the Pre-Reform system is called the first degree of education (*enseignement du premier degré*). Beginning at the twelfth year and continuing in descending numerical order, the traditional grades are structured in preparatory, elementary and intermediate cycles, each lasting two years.

Premier Degré

Year	Designation	Haitian Grade
K	*Cours enfantin* (in rural schools)	*Classe enfantine*
1	*Cours préparatoire* I (Preparatory I)	*Douzième* (12*e*)
2	*Cours préparatoire* II (Preparatory II)	*Onzième* (11*e*)
3	*Cours élémentaire* I (Elementary I)	*Dixième* (10*e*)
4	*Cours élémentaire* II (Elementary II)	*Neuvième* (9*e*)
5	*Cours moyen* I (Intermediate I)	*Huitième* (8*e*)
6	*Cours moyen* II (Intermediate II)	*Septième* (7*e*)

Note: The use of *e* as an abbreviation for the French suffix *-ième* is equivalent to the English numerical suffix 'th'.

Program of Studies

Traditional elementary grades follow the core courses below: arithmetic, moral and religious instruction, reading, social studies, and writing. Reading, writing and instruction officially take place in French but use of Creole is widespread. Natural sciences is added in the final intermediate level as students prepare for secondary school.

The *Certificate d'Etudes Primaires*

Prior to 1979–80, a national examination administered at the end of the primary school cycle yielded the *Certificat d'Etudes Primaires* (CEP) or Primary Studies Certificate. (A copy of the certificate [Document 1] is found in Appendix B.) This test is commonly thought to have ensured a general standard for primary public and private education. The student successfully completing the examination received attestation from the Urban and Normal Primary Education Division of the Department of Education that the requirements for first degree studies had been completed and the student was therefore eligible to advance to second degree or secondary studies. Today, this examination has been eliminated and no new national examination has replaced the CEP at the end of primary education.

Rural Schools

Prior to the merger of the rural and urban school systems in 1978, the Department of Agriculture was responsible for rural primary education. The fusion of the two systems gave control of all public and private primary education to the Department of Education. Despite this centralization, two distinctly different types of public primary schools continue to exist in Haiti: the urban primary school (*école primaire urbaine*), and the rural primary school (*école primaire rurale*). The pattern of school attendance, the resources of families, the economic conditions and the needs of the students in rural areas still contrast significantly with those of the urban school child. A comparison of enrollments in rural and urban schools demonstrates the higher overall attrition rate in the rural primary schools. One-third of all rural primary school enrollment (352,472) is in the first or kindergarten year (34%) but less than 0.04% (13,493) of that overall total is in the final year of primary school. This compares with the 0.09% (28,367) of total urban students (305,630) in the final year of primary school.

Students who are educated in rural schools, whether under the old (Pre-Reform) or new system, are likely to reflect the disadvantages inherent in the disparities between urban and rural living in Haiti. At any given time, only about 25% of the children living in rural areas attend school and, of the small percentage who actually complete primary school, few of that number will finish the secondary school cycle. In addition, the rural primary school population is remarkable for the number of repeaters (*redoublants*) and the range of chronological ages within the same grade.

Primary Reform Education

In March, 1982, a new system was created altering the primary education structure in Haiti and proposing extensive educational reforms throughout first (primary) and second (secondary) degree education. The recent reform movement is a means of addressing both the disparity of education between the urban and rural schools as well as between the rich and poor. It attempts to centralize the curriculum for urban and rural schools, to reduce school dropouts through social promotion, to ensure literacy and basic education if a student abandons school at the primary level and to make Creole the language of instruction.

Structure and Course of Study

The Reform Law of March, 1982, to be implemented over a number of years—perhaps even over decades—institutes ten years of basic education (*enseignement fondamental*) and three years of academic and vocational upper secondary education to replace the existing six years of primary and seven years of

secondary education (see Table 1.2). In the first four years of the primary level (first cycle), students are taught in Creole, rather than in French; the second language is introduced orally in the first year, but is not taught as a written language until the third year of primary school. In the past, French was the official language of instruction in Haitian schools but with little linguistic reinforcement outside the classroom, the language was quickly forgotten when children abandoned schools during the primary school years. "Automatic promotion" will occur from grade 1 to grade 2, and from grade 3 to grade 4. Between grades 2 and 3, an evaluation of the student will take place. "Evaluations" will replace the national and intraschool examinations which once determined passage from one year or cycle to the next. Through these evaluations, the school will help the student select the educational track to follow. Such changes are intended to discourage attrition, to institute shorter learning stages (4–3–3 year cycles) and thereby increase the overall efficiency of the educational system for those who may be forced (for economic or other reasons) to end their education before the completion of high school. Another important element of the Reform is the treatment of rural private schools (often created and supported by international aid and missionary groups) as public schools. This last step is designed to augment more rapidly the number of public schools available to the rural school age population.

Developed by the Department of Education through the Institut Pédagogique National (National Pedagogical Institute), the Reform curriculum is designed to provide a foundation for literacy if the student abandons school at the end of four years. The curriculum of this first four-year module (see Table 2.1) rests on four basic academic subjects: the environment, mathematics, reading, and writing. Additional innovations apparent in the first four years are 1) the diminution of the importance of rote memorization as the foundation of learning; 2) the use of Creole as the predominant language of instruction; and 3) the continuation of a teacher-student group for periods of two years rather than one.

Current Status of the 1982 Reform

In October, 1983–84, the Educational Reform Plan was introduced in a number of public and private schools. By the end of 1983–84, the Reform, to varying degrees of implementation, had reached 927 schools of which 603 were public and 324 private. In reality, however, the Educational Reform has enjoyed rather meager support from most sectors of the population. Though now implemented in about one-third of the primary schools, many private school directors voice skepticism about and opposition to the implementation of some aspects of the Reform. Since 60% of primary education is carried out in private schools, the extent to which the Reform can ever be fully implemented remains a subject of much discussion.

With the goal of universal primary education by the year 2000, the Department of Education has stressed the implementation of the Reform at the primary level. Remaining to be developed are curricula for the first and second

levels of secondary school, including both the academic and vocational tracks. Although originally intended to be underway in 1986, the implementation of the secondary reform remains uncertain.

Table 2.1. Basic Education Reform Curriculum, Cycle I, 1983–84

	Year I			Year II	Year III		Year IV
	First Period	Second Period	Third Period		First Period	Second Period	
Awareness of Surroundings	–	–	–	2.75	6.25	6.5	6.5
Oral Creole Expression	1.5	1.5	–	–	–	–	–
Daily Opening	1.5	–	–	–	–	–	–
Mathematics	–	3.75	3.75	3.75	3.75	3.75	3.75
Oral French	5	5	5	5	5	2.5	2.5
Orientation	11	2	1	5	–	–	–
Phys. Ed.	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Religious Ed.	1	1	1	1	1	1	1
Transition Intervals	1	1.25	1.25	–	–	–	–
Written Creole	–	5	7.5	7.5	5	3	3
Written French	–	–	–	–	–	4.25	4.25
Weekly Total	22.5	21	21	26.5	22.5	22.5	22.5

Source: Département de l'Education Nationale, *Enseignement Fondamental: Programme d'Etudes du Premier Cycle*, 1982, p.16.

Chapter III

Secondary Education

Enseignement du Deuxième Degré

Pre-Reform Secondary Education

Traditional Haitian secondary (second degree) education continues upon the base of the first six years of general primary school education and is divided into a lower (first cycle) of three years and an upper (second cycle) of four years. The secondary school curriculum is established by law but, despite this legal basis, there is little guarantee of enforcement of or adherence to the legally prescribed course of study. Though second degree education offers several different tracks, its primary purpose is to prepare students in general academic subjects to begin a vocation, enter a training facility for a profession or continue to higher level academic studies. Oversight of secondary school requirements, examinations and leaving certificates is provided by the Secondary Education Division of the Department of Education Directorate.

Admission

Prior to the recent reforms, a certificate was awarded for successful completion of the primary sequence. This certificate (the *Certificat d'Etudes Primaires* or CEP) was a legal requirement for admission to both secondary and vocational education. With the elimination of the CEP, private and public schools as well as vocational institutions rely heavily on their own admission examinations to determine aptitude and preparation for study.

Curricular Tracks

The lower secondary cycle takes on several different characteristics, depending upon the location of the school, the goals of the community and the intentions of the students. Although the classical curriculum prevails in the majority of Haitian secondary schools, several nonacademic or modified academic tracks allow students an early choice of a vocational direction. Seminary students, though following the prescribed academic curriculum in preparation for Baccalaureate examinations, remain in seminaries *(séminaires)*

for the duration of their pre-university studies. Students who wish to have a program of study which combines academic subjects with some vocational preparation and who have the intention of entering a trade after the completion of the first cycle may enter semi-vocational or vocational schools. The student who embarks upon an alternative track is rarely able to re-enter the academic secondary schools that provide the only route to university admission. For the most part, students who are able to do so elect to attend academic high schools but, if unsuccessful, may later abandon general academic studies for vocational school training.

Premier Cycle: Lower Secondary School

Lasting seven years, secondary education is divided into two cycles: the first, *premier cycle* (first cycle), lasts three years and immediately follows the successful completion of the six years of primary education. As at the primary school level, secondary grades continue in descending numerical order beginning with *la sixième* (the sixth year) or seventh grade and ending with the final *philosophie* year. From the *sixième* through the *quatrième* (the first three years of lower secondary), the student follows a basic curriculum consisting, for the most part, of classical and modern languages and the social sciences. The more than 50% of the course hours devoted to the study of languages and literatures (French and Haitian literature, Latin, English and Spanish) give this *premier cycle* the designation, *la grammaire* or grammar cycle. See Table 3.1 for a list of subjects.

Upper Primary Education *(Enseignement Primaire Supérieur)*

Beginning in the seventh year of study immediately following the completion of the primary school sequence, upper primary schools constitute an option for students electing nonclassical, pre-vocational secondary school. Originally designed to provide a semi-vocational bridge between primary school and secondary-level vocational programs, the *école primaire supérieure* (upper primary school) has not flourished. While once there were as many as thirty-eight, only five are in existence at this time. Students electing to continue their education in an upper secondary classical school must meet the admitting school's entrance requirements and take the appropriate admission tests. Young girls make up approximately 90% of the enrollment in the *école primaire supérieure* and are trained as seamstresses, elementary school teachers, clerical aides, embroiderers, etc. Though not considered vocational schools in the strictest sense, these establishments do afford some practical training. Graduates of the upper primary school may receive the *Brevet Simple* after three years or the *Brevet Supérieur* after five years of study. Those who do not seek the *brevet* may receive a document certifying attendance. Students desiring further study enter business schools, normal schools for primary

Table 3.1. Program of Studies for Academic Secondary Schools (6e–3e)

Subject	6e* Hrs	6e* Coeff	5e* Hrs	5e* Coeff	4e* Hrs	4e* Coeff	3e* Hrs	3e* Coeff
Chemistry	–	–	–	–	–	–	2	2
English	3	2	3	2	3	2	2	2
French/ Haitian Lit.	7	3	6	3	6	3	6	4
Latin	–	–	3	2	3	2	2	2
Math	6	3	6	3	6	3	6	3
Nat. Sci.	2	1	2	1	2	1	2	1
Phys. Ed.	1	–	1	–	1	–	–	–
Physics	–	–	–	–	–	–	2	2
S.V.†	1	–	–	–	–	–	–	–
Soc. Sci.	4	2	3	2	3	2	3	2
Spanish	–	–	2	2	2	2	2	2
Total Hours	24		26		26		27	
Total Points		1100		1500		1500		2000

SOURCE: Département de l'Education Nationale, *Programme 1972 Révisé: Enseignement Secondaire*, Juin 1982.
*e is an abbreviation for the French suffix *–ième*, which is the same as the English numerical suffix 'th'.
† *Savoir Vivre* = Deportment

level teaching, auxiliary nursing programs, professional schools, and other upper secondary nonacademic training programs.

The *Brevet Simple*

A limited number of classes within secondary schools permit the student to study toward an intermediate certificate, the *Brevet Simple* or *Elémentaire* (Elementary *Brevet*). This certificate attests that the student has successfully taken the *brevet* examination and may continue to upper secondary vocational schools for a *brevet* or certificate of vocational competency or to upper secondary semi–vocational studies for the higher *brevet*, the *Brevet Supérieur* (see "Pre–Reform Vocational Education" in Chapter IV). At one time, the *brevet* was awarded after a national examination overseen by the Urban and Normal Primary Education Division of the Department of Education. Today, the diminution of interest in this certificate has made its offering limited to the extent that national examinations are no longer administered. These have been supplanted by local, school–administered examinations in schools offering *brevet* classes. Both old and new *brevet* certificates, however, are acknowl-

edged and recorded by the State Department of Education and are signed by the appropriate DEN official. An example of the *brevet* certificate (Document 2) is shown in Appendix B.

Lycées and *Collèges*

Students who wish general academic preparation continue their education in nonspecialized public *(lycées)* and private *(collèges)* secondary schools which contain upper secondary school divisions. *Lycées* are fully funded by the government while *collèges* are either partially funded by the State but run by a private group or are wholly independent private schools. Public secondary education is not widespread; in fact, approximately 84% of the secondary schools in Haiti are designated as private schools. Private schools may be largely unmonitored but are allowed to function with minimal licensing procedures. Despite this fact, they are often superior in quality to the *lycées*. Limited funding of public education leads to little guarantee of quality in and support of public facilities. In fact, despite the need for additional public secondary schools in and near the capital city, only one new school has been constructed in the last five years. Textbooks are generally not available to each student although modified texts may be provided in the form of photocopied learning materials.

Lycées and *collèges* also vary in the range of grades offered. While some schools offer preschool through the final high school grade, others offer *quatrième* (grade 9) through *philosophie*, or *quatrième* through the *seconde* (grade 11). This depends largely on the facilities and teachers available. Many schools do not offer the *philosophie* or *terminale* year since teachers and directors of schools are required to have completed their education beyond that of the highest level taught and offered, respectively.

Though secondary subjects are broad, the curriculum enables the students to develop their academic strengths and to determine the subject areas in which they wish to compete for the high school leaving examination. The area of study is narrowed in *troisième* (grade 10) when students select one of four academic groupings for concentration. A student who has performed below standard in a subject may be required to focus on a section in which that subject is given less importance.

There is no general certificate awarded for completion of lower secondary academic school. The completion of the *quatrième* year was once seen as a benchmark for entering some upper secondary training programs: normal schools, auxiliary nurses training, upper vocational schools in some subjects, etc. Increasingly, however, this threshold has been raised as more and more students leave academic secondary schools at the end of the *seconde* year to enter the same types of training institutions.

To enter upper secondary school, students must generally present evidence of an aptitude for higher study. Promotion to the next level is not automatic; students must pass semester and year-end examinations and take, in addition, entrance examinations for selective high schools. Since places are very limited, especially in public high schools in which less than 20% of

secondary school students are enrolled, admission is competitive. Once admitted, continuation is never automatic.

Deuxième Cycle: Upper Secondary Education

The second cycle of secondary school (grades 10–13), called the Humanities cycle, begins immediately after completion of the *quatrième* (ninth year) class and is four years in length. In the general academic schools, study begins to focus more clearly on subjects which will be tested on the high school leaving examination, called the *Baccalauréat*. These are areas that will prepare students for the secondary school national examinations which take place upon completion of the twelfth (*première* or *rhétorique*) or thirteenth year *(philosophie)*. Students completing the academic secondary school successfully generally prepare for university or other tertiary level training.

General Secondary Studies *(Etudes Secondaires Classiques)*

Upper secondary education emphasizing classical subjects and preparing students for university admission lasts four years. Divided into two stages of completion, Part I after the *rhétorique* year (grade 12) and Part II after the *philosophie* year (grade 13), the upper secondary academic structure builds on the three years of basic, general preparation in the lower secondary academic schools and allows the student to prepare in a specialized academic section in Mathematics/Science or Arts and Letters. The penultimate year (*la rhétorique* or *première* class) terminates in the Baccalaureate I examination. The final year *(la philosophie)*, terminates in the Baccalaureate II examination. Both examinations yield a high school completion certificate but only the second *(Certificat de Fin d'Etudes Secondaires Classiques, Deuxième Partie)* entitles the student to compete for university admission.

From the *troisième* through the *rhétorique* years, the program of studies is divided into four different sections which are designated "A," "B," "C," and "D." Students concentrate in one of these areas and subsequently sit for a final examination in that section. The academic sections vary according to the amount of time and emphasis devoted to each subject. For example, Section A devotes a more significant number of class hours to Latin and Greek and fewer hours to mathematics and sciences. The same subjects are generally repeated in the second examination, *Baccalauréat, Deuxième Partie*. Table 3.2 presents the second cycle program of studies.

Brevet Supérieur (Higher *Brevet*) and *Seconde*

The evaluation and advancement of students are also accomplished by examinations at the end of each semester and again at the end of the academic year, although national examinations prior to the *Baccalauréats* have been largely eliminated. Previously, at the end of the *seconde*, students took the *brevet* examination and earned the *Brevet Supérieur* (see Document 3 in Appendix B).

Table 3.2. Progam of Studies for Academic Secondary Schools (*Seconde-Philosophie*)

Subject	*Deuxième*								*Première*								*Terminale*							
	Hours				Coeff				Hours				Coeff				Hours				Coeff			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Chemistry	2	2	3	3	–	–	2	2	2	2	3	3	–	–	2	3	2	2	3	3	–	–	2	3
Civics*	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	1	1	–	–	–	–
English	2	2	2	2	2	2	2	2	2	3+	3+	3	2	2	2	2	3	3	–	–	2	2	–	–
Geology	–	–	–	2	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–
Greek	3	–	–	–	2	–	–	–	3	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–
Latin	3	3	–	–	2	2	–	–	3	3+	–	–	2	2	–	–	–	–	–	–	–	–	–	–
Literature	8	8	6	6	3	3	2	2	3	3	2	2	–	–	–	–	–	–	–	–	–	–	–	–
Math	3	4	8	6	1	2	3	2	3	4	8	6	1	2	3	2	4	4	9	7	1	2	3	2
Philosophy	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	8	8	5	5	3	3	2	2
Physics	2	2	3	3	1	2	3	3	2	2	4	4	1	2	3	3	2	2	4	4	–	–	3	3
Physiology/ Biology	1	1	1	2	2	2	2	2	1	1	1	2	–	–	–	2	2	2	2	2	2	2	2	3
Soc. Science	3	4	4	3	2	2	2	2	3	4	4	3	2	2	2	2	4	4	4	4	2	2	2	2
Spanish	–	3+	3	–	–	2	2	–	–	3+	3+	–	–	2	2	–	–	–	–	–	–	–	–	–
Total Hours	27	29	30	27					22	25	28	25					26	26	28	26				
Total Points					1500	1800	1700	1500					1400	1500	1200	1100					1500	1400	1100	1000

Source: Département de l'Education Nationale, *Programme 1972 Révisé: Enseignement Secondaire*, Juin 1982.
* *Droit usuel*

This certificate allowed the student to enter intermediate or upper secondary level technical training. Today, completion of the *seconde* year is generally accepted in lieu of the *brevet* examination.

Certificat de Fin d'Etudes Secondaires Classiques, Première Partie and *Deuxième Partie*

The *rhétorique* year ends with the first of two *Baccalauréat* examinations. The successful student receives the *Certificat de Fin d'Etudes Secondaires Classiques, Première Partie* (Certificate of Completion of Classical Secondary Studies, Part I) which allows the student to do one of the following: 1) enter the final year of high school to prepare for college entrance; 2) enter a professional program requiring only the Part I Certificate, or 3) enter a profession requiring completion of the Baccalaureate I. (See Document 4 in Appendix B for the *Certificat, Première Partie.*)

The student who continues to and completes the final year may sit for the *Bacccalauréat, Deuxième Partie* (Baccalaureate examination, Part II) and, if successful, will receive the *Certificat de Fin d'Etudes Secondaires Classiques, Deuxième Partie* (Certificate of Completion of Classical Secondary Studies, Part II). (See Document 5 for the *Certificat, Deuxième Partie.*) The Baccalaureate II is required for admission to most university programs. Those who seek tertiary level training and who fail the Baccalaureate II examination do not have a wide range of further educational opportunities. While newer universities may consider the holder of the Baccalaureate I for admission to some programs, the State University of Haiti (Université d'Etat d'Haïti) is far more stringent in its requirement of the Baccalaureate II. Increasingly, students who hold only the Baccalaureate I enter vocational and business schools that were at one time open to students leaving secondary school after the *Brevet Supérieur.* The entrance of these students into the vocational track has intensified the competition for the more desirable programs.

The pre-Baccalaureate curriculum begins in lower secondary classes but does not narrow to Baccalaureate preparation until the upper secondary years. A dramatic drop-off of students continuing into the *terminale* class occurs after the *première* and Baccalaureate I test. Indeed, the Baccalaureate II examination at the end of the final year of high school is only offered in the capital (see Table 3.3) and the *philosophie* class in relatively few high schools in the city.

Following an unusually low pass rate in the 1980–81 Baccalaureate examinations, the Department of Education (DEN) convened a group of eighteen educators from both private and public secondary schools to review the Baccalaureate examination: its coefficient system; curriculum, which had been developed last in 1972; methodology; modes of evaluation; and quality of teaching. At the conclusion of this conference, the Secondary Education Division of the Department revised the 1972 Baccalaureate curriculum and the revised program was put into place in Fall 1982. Currently, the Baccalaureate I and II examinations are based on only six subjects, although students actually have a wider range of courses in the secondary school. Made available to all

schools, the curriculum recommends subjects to be taught and pedagogical approaches and emphases to be taken toward the subjects.

The Baccalaureate

The final examination for completion of the high school curriculum, administered nationally by the Department of Education, Secondary School Division, is called the *Baccalauréat*. The Baccalaureate examination is given in two parts—one upon completion of the *rhétorique* (or *première*) year and the last upon completion of the *philosophie* (or *terminale*) year. Conducted over a four day period in several towns around the country, the examinations take place in two sessions: one in July and a second in September for those candidates who either missed the first test or failed sections of the July examination. Until 1981–82, the examinations consisted of both an oral *(partie orale)* and a written section *(partie écrite)*. The examination questions were composed by an examining jury and related to the student's responses from the written section as well as to the broader subjects designated for the academic section. The oral part has now been eliminated in favor of a written examination only. Both the Baccalaureate I and II examinations are highly competitive and are designed to eliminate a large number of the candidates presenting themselves for the test. In 1984, only 20% of those being tested were successful on these examinations. Table 3.3 shows the 1981–82 Baccalaureate I and II success rates. Document 6 in Appendix B shows a Certificate of Baccalaureate Examination Scores.

Each subject tested in the Baccalaureate examination is assigned a coefficient value determined by the number of hours of required study within the curriculum. Table 3.4 lists the subjects and coefficients for the Baccalaureate examinations. Coefficients are also designed to help control the failure rate (subjects of proven difficulty have greater coefficient value or weight in scoring).

Baccalaureate Grading

Grading for the examination is based on a percentage of the overall number of points, the maximum total of which is 1200–1600 points for all subjects combined. A student gaining a 50% score has the suggested equivalent of the U.S. grade of "C." A Baccalaureate average of 60% places a student among the top 5% of students taking the examination.

Bacc. Grading Converted to Percentiles	Suggested U.S. Equivalent
70%–100%	A
60%–69%	B
50%–59%	C
0–49%	F

Note: The actual scale used is a total of 1200–1600. The conversion to percentages does not appear on the certificate of examination results. The student who achieves a grade of 40%–49% in an individual subject may retake the test in that subject provided the overall average is 50%. A student earning less than 40% must repeat the year before retaking the test.

Table 3.3. Results of the Baccalaureate Examinations by Section and Test Site, 1981–82

Section	Port-au-Prince			Cap-Haitien			Cayes			Gonaives			Port-de-Paix			Jérémie		
	PR	AD	%	PR	AD	%	PR	AD	%	PR	AD	%	PR	AD	%	PR	AD	%
Baccalaureate I:																		
Rhéto.–A	37	8	21.6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Rhéto.–B	476	277	58.2	311	161	51.8	31	26	83.9	–	–	–	9	3	33.3	–	–	–
Rhéto.–C	6,729	2,352	35.0	191	81	42.4	185	62	33.5	307	64	20.8	104	41	39.4	45	29	64.4
Rhéto.–D	128	92	71.9	128	92	71.9	–	–	–	–	–	–	–	–	–	–	–	–
Total	7,370	2,729	37.0	630	334	53	216	88	40.7	307	64	20.8	113	44	38.9	45	29	64.4
Baccalaureate II:																		
Philo.–A	335	313	93.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Philo.–C	2,130	1,897	89.1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Philo.–D	45	33	73.3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Total	2,510	2,243	89.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

SOURCE: Département de l'Education Nationale, *Annuaire Statistique, 1981–82*, No. 5, p. 103.
PR = Number taking the test.
AD = Number passing.
Rhéto. = *Rhétorique.*
Philo. = *Philosophie.*

Table 3.4. Baccalaureate Subjects and Coefficients

	Première Partie				*Deuxième Partie*			
Subjects	A	B	C	D	A	B	C	D
Biology	–	–	–	2	2	2	2	3
Chemistry	–	–	2	3	–	–	2	3
English	–	2	–	2	2	2	–	–
English/Spanish	–	–	2	–	–	–	–	–
French/ Haitian Lit.	3	3	2	2	–	–	–	–
Geology	–	–	–	2	–	–	–	–
Greek	2	–	–	–	–	–	–	–
Latin *or* Latin/Spanish	2	2	–	–	–	–	–	–
Mathematics	1	2	3	2	1	2	3	2
Philosophy	–	–	–	–	3	3	2	2
Physics/Chem.	2	2	–	–	2	2	–	–
Physics	–	–	3	3	–	–	3	3
Social Science	2	2	2	–	2	2	2	2
Total Possible Points	1200	1300	1400	1600	1200	1300	1400	1600

Source: Département de l'Education Nationale, *Programme 1972 Révisé: Enseignement Secondaire*, Juin 1982.

Since the subjects for the *philosophie* year are the same as those studied in the *rhétorique* year, some Haitians believe the completion of the *rhétorique* year to be sufficient for admission to the university. Others have argued that since those who hold only the Certificate of Completion of Classical Secondary Studies, Part I have not completed the full secondary school cycle, they are not admissible to university level courses. Haitian tertiary level institutions vary in their requirement of the Baccalaureate II although the State University of Haiti programs require the terminal certificate. In reality, the range and quality of secondary training and facilities are such that the number of years of study may be an inadequate indicator of readiness for college enrollment. Thus, the State University of Haiti departments often require admission examinations as well as a preparatory year prior to specialized study.

Baccalaureate Options

In 1982–83, the Department of Education altered and clarified the Baccalaureate sections so that they might be more distinct.

Section A (Latin and Greek) gives priority to ancient languages and literatures and French language and literature. The study of mathematics and sciences is very limited. This section has been traditionally seen as quite rigorous so that the number of students selecting this option has declined sharply since 1961.

In Section B (Latin–Sciences), the student must study Haitian and French literature, English language, either Latin or Spanish, and some mathematics and laboratory science. Offered only in a few private schools, this section was only recently extended into the terminal *philosophie* year. However, there is as yet no Baccalaureate II examination available in this section.

Section C (Sciences–Modern Languages) stresses mathematics, physics and chemistry with an option to study English or Spanish. There is minimal emphasis on the study of literatures, however. The most popular of the four options, this section has 80% of all candidates for the Baccalaureate.

Section D (Mathematics–Natural Sciences), oriented toward the sciences, gives less emphasis to mathematics. Biology, chemistry, and physics are the focus of this option, but English and some literature are included. This section was not created until 1972 and is still offered in very few schools.

Table 3.3 shows the success rate for the Baccalaureate I and II by section.

Reform Secondary Education

Most recent changes in secondary education are governed by the Law of September 4, 1963. However, the 1982 Educational Reform will eventually reach the secondary level and, in anticipation of that occurrence, slight changes in the classical curriculum are being considered. These include the elimination of the drawing *(tirage au sort)* of literature questions, a heavier reliance on questions from actual courses, elimination of metaphysics in Sections A and B, and reduction of the length of the physics examination to three hours' duration.

Although the extent of the secondary reform remains unclear, the basic plan is that years 8, 9 and 10 of the new system of education will coincide with the first three years of traditional Haitian secondary education. The Department of Education is to have designed the curriculum for the secondary reform initiative by 1986. It is expected that at the completion of a ten year basic education cycle the student will be awarded the *Diplôme d'Enseignement Fondamental* (Basic Education Diploma). An additional Baccalaureate *(Baccalauréat)* examination is also planned at the culmination of a new vocational track that is to be parallel to secondary classical studies. To be called the Technical Baccalaureate *(Baccalauréat Technique)*, this examination will provide a secondary school completion certificate for those who desire to continue their vocational education at the tertiary level.

Chapter IV

Secondary Level Vocational Training

Public and Private Vocational Schools

Public vocational schools in Haiti currently have an enrollment capacity of less than 3,000 students. (Table 4.1 lists the public vocational schools in Haiti.) Although no precise data exist for the number of private vocational schools, private sector participation in vocational and technical training is widespread. In recent years, with the rapid growth of these schools has come proliferation with insufficient planning. Courses and programs have been developed with little similarity of design and content. Frequently, the length of study, admission requirements, and types of certification and degrees offered for the same level of study in one field vary widely from one school to the next. This variation and inconsistency have created uncertainty both in the marketplace and among prospective students with regard to the value and legitimacy of Haitian vocational training. The apparent lack of ties to industry and the professions served leads to additional questions about the relevance of such training. Thus, a lack of confidence among students seeking assurance of job placement has resulted in some 60% of the enrolled students abandoning their vocational course of study without completing the full cycle and receiving certification of proficiency.

Some of the many private institutions of this genre are recognized by the State *(reconnu d'utilité publique)* and others are at least formally licensed through the Department of Education's Vocational Education Division. Others exist with little or no review of their facilities and standards for training. Partial government subsidy is more likely for schools such as those involved in business and secretarial training where minimal overhead, equipment and start-up costs are required and where such institutions can provide personnel needed to hasten the amelioration of the country's problems in management efficiency.

Pre-Reform Vocational Education

Secondary vocational and technical training in Haiti begins immediately after the completion of the six years of primary level education. The Vocational Education Division of the Department of Education has the responsibility to regulate and license the majority of the country's vocational training institutions. First degree vocational training *(enseignement vocationnel technique du*

Table 4.1. Enrollment in Public Vocational Schools, 1981–82*

	Enrollment	Graduates
First Degree (*Premier Degré*†)		
Ecole Nationale des Arts et Métiers	188	93
Ecole Professionnelle de Gonaïves	196	16
Ecole Professionnelle de Jacmel	123	8
Ecole Professionnelle de Jérémie	186	21
Ecole Professionnelle des Cayes	117	14
Ecole Professionnelle du Cap-Haïtien	35	15
Ecole Republique du Dahomey	321	34
Maison Centrale des Arts et Métiers	165	–
St. Surin Manigat	81	9
Second Degree (*Deuxième Degré*‡)		
Centre de Formation Professionnelle d'Haïti (Vocational Training Center of Haiti)	389	101
Centre Pilote de Formation Professionnelle (Pilot Vocational Training Center)	124	54
Ecole Elie Dubois§	56	–
Ecole J. B. Damien	224	33

SOURCE: Adapted from Département de l'Education Nationale, *Annuaire Statistique, 1981–82*, No. 5, p. 105.
*Does not include vocational schools funded through the Ministries of Agriculture, Public Health or Tourism.
†*Premier Degré* is equivalent to grades 7 through 8, 9 or 10, depending upon the length of the program.
‡*Deuxième Degré* is equivalent to grades 10 through 11, 12 and beyond, depending upon the length of the program.
§Elie Dubois was recently converted to a vocational school; it was formerly a primary teacher training school.

premier degré) occurs immediately after the six years of primary school or at the age of 15, lasts two to four years, and trains semi-skilled workers. Second degree vocational training *(enseignement vocationnel technique du deuxième degré)* offers training for an additional two to four years but is not dependent upon completion of first level vocational school. Students from the academic secondary schools may enter the upper level vocational track upon completion of the number of years of schooling required for the area of training. This transfer from the general secondary to the vocational track occurs normally at the end of the third, fourth or fifth year of secondary school: the *quatrième, troisième* or *seconde* class. A technician's certificate of vocational competency *(Certificat d'Aptitude Professionnelle)* or similar certificate (in some cases a *Brevet d'Aptitude Professionnelle* or *diplôme*) is awarded for completion of secondary vocational programs.

The restricted number of places for university-trained professionals in the Haitian workforce as well as the limited number of opportunities available in university degree programs have induced a number of students to enter vocational training upon completion of the full secondary classical track. This change has necessarily lessened the opportunities for those leaving both the primary and secondary academic track at a lower level as well as restricted movement from the first degree vocational schools into second degree programs.

First Degree Vocational Training *(Enseignement Vocationnel Technique du Premier Degré)*

First degree training programs last from one to four years and are designed to train semi-skilled workers. Those who select this path may enter an upper primary school (see Chapter III) or a vocational school offering first degree training. Admission requirements vary, depending upon the training sought. Students entering *centres ménagers* (homemaking centers) are generally at least 15 years old but many have not completed primary school. In some instances, students have received prior initiation to vocational training through participation in practical training activities in primary schools that have been designated "pre-vocational." These pre-vocational modules are designed by Department of Education vocational specialists and are especially useful in rural areas. Completion of such courses is not required for first degree vocational school admission, however. Most vocational schools require an entrance examination in general subjects in addition to successful completion of primary school.

The curriculum of first degree schools includes approximately 33% instruction time in the following general academic subjects: French, history-culture-civics, mathematics, and science. These subjects are taught primarily in an applied manner, however. Those vocational schools with the means to do so provide workshops under the guidance of a trained instructor. However, training with up-to-date equipment is not always possible in Haiti. Since heavy or modern equipment is expensive to provide and is in rare supply, students may be required to share these limited resources with a large contingent of fellow students.

Second Degree Vocational Training *(Enseignement Vocationnel Technique du Deuxième Degré)*

Second degree vocational training begins after the ninth year of school for those completing regular academic tracks and after the ninth or tenth year for those completing three or four years of lower secondary level vocational programs. Enrollment in public second degree vocational institutions is quite limited inasmuch as only 793 places exist in the four public schools offering training at this level. However, an undetermined number of private second degree vocational schools provide additional study opportunities.

Admission

Although, in a formal sense, admission simply requires completion of the third year *(la quatrième)* of secondary school and the passing of an entrance examination in general academic subjects, fewer and fewer entrants now hold the minimum stated legal qualifications. Indeed, more typically, students are expected to hold the *Brevet Supérieur* or to have completed at least the *seconde* class. In 1980, ninety students entering the Vocational Training Center of Haiti (Centre de Formation Professionnelle d'Haiti) held the Baccalaureate I or II certificate. Similarly, 40% of the entering class at the Ecole J. B. Damien had completed at least six years of secondary school and 15% held the Baccalaureate certificate.

Curriculum

The curriculum of second degree public vocational schools consists of three areas defined broadly as follows: 1) General Education (English, French, Laws, Sociology)—9.8% to 21% of studies; 2) Mathematics/Science—15.7% to 18.5% of studies; and 3) Industrial Design/Workshop and Technology Practica—60.5% to 74.5% of studies. A standardized curriculum for vocational areas of study is now being planned by the Institut National de Formation Professionnelle (INFP), the French government-supported vocational planning and training National Institute for Professional Training.

Widely varying lengths of time are required to complete the different diploma and certificate programs at the second degree level. No legally predefined time exists for each training program, although periods of study are generally two to four years, with the three-year programs being prevalent. Some fields such as accounting, baking, embroidery, tailoring, typing, and woodcarving are accelerated and offer a one-year intensive course of study. Students who complete the full course of study receive a Technician's Diploma *(Diplôme de Technicien)* or certificate in the specified trade *(Certificat d'Aptitude Professionnelle en . . .)*. Diplomas *(diplômes)* and certificates *(certificats)* are designated and controlled by the awarding institution.

Types of Schools

The Department of Education of the Education Ministry classifies the vocational schools into the following types: homemaking centers *(centres ménagers)*, vocational and professional schools *(écoles vocationnnelles/professionnelles)*, and business schools *(écoles de commerce)*. Categories of training offered at each type of institution are listed on Table 4.2. These categories apply to both public and private institutions and one institution may provide several different categories of vocational training. Artisan training is also offered at the second degree level, although these courses are more informal with regional, two-to six-month workshops *(ateliers)* in such subjects as metalwork, patchwork, weaving and woodwork. Most vocational schools are small with about

Table 4.2. Programs Offered in Haitian Vocational Schools

I. *Centre Ménager* (Homemaking Center)	II. *Ecole de Commerce* (Business School)
Artisanat (Handicrafts)	*Anglais Commerciale* (Business English)
Arts Décoratifs (Decorative Arts)	*Comptabilité* (Accounting)
Bar-Restaurant	*Dactylographie* (Typing)
Broderie (Embroidery)	*Management* (Administration)
Confection (Manufacturing)	*Secrétariat* (Secretarial Training)
Cosmétologie (Cosmetology)	*Sténographie* (Stenography)
Coupe (Dressmaking-Tailoring)	*Téléphone* (Telephone Operator)
Crochet (Crochet)	*Tiketting* (Ticketing)
Cuisine (Cooking)	
Dessin de Mode (Fashion Design)	
Economie Domestique (Home Economics)	
Macramé (Macrame)	
Nutrition (Nutrition)	
Patisserie (Pastry-Making)	
Puériculture (Child Development and Care)	
Repassage-Lessive (Laundering)	
Tapisserie (Tapestry Work)	

III. *Ecole Vocationnelle/Professionelle* (Vocational/Professional School)

Bâtiment (Construction)	*Maçonnerie* (Masonry)
Broderie (Embroidery)	*Mécanique Ajustage* (Machine Fitting)
Céramique (Ceramics/Pottery)	*Mécanique Diésel* (Diesel Mechanics)
Cordonnerie (Shoemaking)	*Mécanique Générale* (General Mechanics)
Coupe (Tailoring)	*Menuiserie* (Carpentry)
Electricité (Electricity)	*Peinture* (Painting)
Electronique (Electronics)	*Plomberie* (Plumbing)
Ebenisterie (Cabinetmaking)	*Soudure* (Welding)
Ferronerie (Ironwork)	*Tissage* (Weaving)

Source: Département de l'Education Nationale, *Enquête sur les Etablissements d'Enseignement Technique et Professionnel en Haïti*, Juin 1985.

fifty-two students per establishment. More advanced level secondary vocational training is offered at middle agricultural, tourist training and hotel schools (see below).

Homemaking Centers *(Centres Ménagers)*

In 1982, there were some 481 recognized vocational schools in Haiti's nine departments. Of these, 80.7% were devoted to training in homemaking skills: cooking, embroidery, sewing, weaving, etc. The *centre ménager* generally

offers instruction at a more informal level than that found in other types of vocational training institutions. Offered at either the higher primary school or lower secondary vocational level for one to two years (some programs that offer combined training programs may last longer), homemaking studies are available in various combinations, depending upon the career interests and planned employment of the student.

Vocational and Professional Schools *(Ecoles Vocationnelles/ Professionnelles)*

Vocational/professional schools offer areas of study that have traditionally attracted men. Approximately 11.2% of all students receiving vocational qualifications have completed a course of study in an *école professionnelle*. The one- to four-year programs offer various vocational subjects. For a listing of these subjects, see Table 4.2. Admission requirements vary according to the field studied and the individual school's standards.

Business Schools *(Ecoles de Commerce)*

Business schools offer courses in accounting, bookkeeping, language (English or Spanish) and secretarial skills. All business schools are private but a number of them receive government support or recognition; in fact, about 73% of all business schools are said to have some relationship with the government. Admission may require as little as completion of the *troisième* (tenth grade) although admission to the accounting, bookkeeping and secretarial options usually requires the Baccalaureate I. A certificate of proficiency is normally awarded upon completion of the one-, two- or three-year course of study. Approximately 74% of all business school students are women.

Vocational Agricultural Schools

Vocational agricultural education comes under the jurisdiction of the Department of Agriculture and the College of Agriculture and Veterinary Medicine of the State University of Haiti. However, a recent law combining the rural and urban public schools also brought an end to vocational agricultural schools *(écoles vocationnelles agricoles)*, the intermediate agricultural program *(cours moyen agricole)* and the "agricultural normal school" *(école normale agricole)* that, in the past, trained teachers for the rural primary school. Today, the Department of Agriculture, through the College of Agriculture and Veterinary Medicine, operates the *centres de formation agricole* (centers for agricultural training) and the Ecole Moyenne Agricole (the Middle Agricultural School) at the first and second degree levels of secondary vocational schooling, respectively.

These agricultural training centers replace the *écoles vocationnelles agricoles* which existed under the dual rural/urban school system. Offering a

three-year course of study in practical agriculture, these centers admit students directly after completion of general primary studies. For those who wish to teach in agricultural programs, a *Diplôme d'Enseignement Agricole* (Diploma in Agricultural Teaching) is awarded. With this certification, graduates may teach only in agricultural schools. Students who do not wish to teach may go on to receive training for an agricultural trade which can be practiced in rural areas. Those who complete the full three-year curriculum in either teaching or a trade may be admitted to further study in the Middle Agricultural School.

The Middle Agricultural School at the second degree level trains students for an additional three years. While students may continue to the Middle Agricultural School from a center for agricultural training, because of competition for places, students often complete the academic *seconde* class. The merger of the dual educational system has forced the Department of Agriculture to revise all programs offered previously in domains now controlled by the Department of Education: vocational, normal and rural education. Extensive curricular revisions and degree changes are therefore underway and many more are anticipated. The newly revised and somewhat incomplete curriculum of the Agricultural Middle School offers a first year of general studies that includes applied agricultural sciences. The subsequent two years offer an area of specialization. Students successfully completing the program may obtain a Technician's Diploma *(Diplôme de Technicien)* in one of three areas: agriculture, animal health and production (a veterinary technician's qualification), and forestry. Located on the State University's College of Agriculture (see Chapter VI) campus, the Middle Agricultural School is able to utilize the extensive land and facilities of the College's Damien site.

Hotel, Restaurant and Tourism Programs

The Technical Division of the National Tourism and Public Relations Office oversees first and second degree vocational training programs for hotels, restaurants and tourism. These nonuniversity programs may be of short duration (two years or less) and are offered to students either in the first and second degree vocational schools offering other subjects (see *"Centres Ménagers"* subjects in Table 4.2) or at the Hotel or Guide Schools that offer management training in these subjects.

Admission to the Ecole Hotelière d'Haïti (Hotel School of Haiti) requires the *seconde* or eleventh year of school. This school for hotel and restaurant managers offers three different areas of study: kitchens, restaurants and hotels. Three days per week are devoted to general subjects: accounting, correspondence, English, French, geography, history, law and civics, national culture, nutrition and Spanish. The remaining two days per week are devoted to practical work and related theory. Although the first year of study is common to all three options, the final year offers specialization. Students are given internships in hotels and restaurants throughout Port-au-Prince.

The Guide Training School of Haiti (Ecole de Formation des Guides) is a private school established in 1979 to offer a one-year training course for

tourist guides after the fifth year *(seconde)* of secondary school. The program of study includes seventeen hours per week of academic subjects: economy/statistics (1 hour); English (4); French (2); general information (2); geography (1); history (2); human relations (1); national culture (2); and Spanish (2).

Primary Normal School *(Ecole Normale Primaire)*

Primary school teachers are trained at the secondary vocational level in public Department of Education normal schools. A description of primary school teacher training may be found in Chapter V, "Teacher Training."

National Schools of Auxiliary Nurses *(Ecoles Nationales d'Auxiliaires)*

Practical nurses are trained at the upper secondary vocational level in the National Schools of Auxiliary Nurses. Admission to these three year programs requires completion of the *troisième*. A description of these schools can be found in Chapter VIII, "Training in Health Fields."

Vocational School Reform

A prominent part of the 1982 Educational Reform is the provision for additional pre-vocational work in primary schools in the second cycle and the institution of a full six years of vocational secondary school, to be offered on a year-for-year parallel with the general academic secondary track. (See Table 1.2, "Haitian Educational Reform.") Upon completion of the common seven years of the new elementary level (first and second cycles), the student desiring vocational training will enter the third cycle vocational and technical track which lasts three years. The *Certificat d'Aptitude Professionnelle* (CAP or Certificate of Professional Competency) is awarded at the end of this cycle. The student may then qualify for admission to an upper level vocational school which prepares students for a *Baccalauréat Technique* (Technical Baccalaureate) or a *Brevet de Technicien* (Technician's *Brevet*). Once the Reform is fully implemented, the Baccalaureate will lead to tertiary level professional training. At this time, there is no definitive schedule for implementing the full vocational reform. The Institut National de Formation Professionnelle (National Institute for Professional Training or INFP) will be charged with creating the curricular guidelines for these changes.

Chapter V

Teacher Training

Teacher training is carried out at both the secondary and tertiary levels of education. Unlike university-trained secondary school teachers, primary school teachers are prepared in one of seven secondary-level primary normal schools called *écoles normales primaires*. Their counterparts in secondary-level teaching must study at the university level in Haiti's only school of education, the Ecole Normale Supérieure (Higher Normal School) which is one of the departments of the State University of Haiti (see Chapter VI).

Primary School Teacher Training in the *Ecoles Normales Primaires*

Prior to the unification of the rural and urban school systems, separate rural normal schools trained teachers for the rural primary schools. The 1978 unification law has brought all normal training institutions under the Department of Education's Division of Normal Training. Agricultural teachers are now trained at the lower secondary level in the Department of Agriculture's agricultural training centers *(centres de formation agricole)*. Agricultural teachers work, not in the general academic curriculum of the primary schools, but in the pre-vocational and special agricultural sectors designed to upgrade the basic agricultural knowledge of peasant farmers. More specialized agricultural training is offered at the upper secondary (second degree) school as well as in the College of Agriculture. (See "Vocational Agricultural Schools" in Chapter IV and "College of Agriculture and Veterinary Medicine" in Chapter VI.)

The number of students educated within Haiti's normal schools is quite insufficient to meet the demand for teaching professionals for Haiti's 3,221 primary schools. In 1981–82, a total of 833 students enrolled in the seven normal primary schools (*écoles normales primaires*). Of this number, 345 were being trained in Port-au-Prince (Ouest region). However, low teacher salaries, poor working conditions and competition from those who hold both lower and higher training (See Table 5.1) render normal school training a very low priority among those who wish to have a career in elementary school teaching. In addition, those who qualify and teach may do so for a limited time (typically, teachers remain in the profession for an average of less than ten years).

Those who do not hold a primary normal school diploma must satisfy the following conditions if they wish to teach in a primary school: either comple-

Table 5.1. Education Levels of Primary School Teachers, 1981–82

Level of Education	No. in Public Schools		No. in Private Schools		Total	
	Urban	Rural	Urban	Rural	Urban	Rural
C.E.P.	20	12	125	1,034	145	1,046
Sixième	10	8	167	678	177	686
Cinquième	58	24	296	702	354	726
Quatrième	191	143	533	780	724	923
Troisième	391	519	605	563	996	1,082
Brevet Elémentaire	597	230	308	116	905	346
Seconde	328	245	470	224	798	469
Brevet Supérieur	79	10	118	29	197	39
Rhétorique	382	256	695	220	1,077	476
Philosophie	41	19	133	12	174	31
Normal	606	249	315	65	921	314
Université	9	–	15	4	24	4
C.A.P.	84	70	21	75	105	145
Other	476	430	618	519	1,094	949
Total	3,272	2,215	4,419	5,021	7,691	7,236

SOURCE: Département de l'Education Nationale, *Annuaire Statistique, 1981–82*, No. 5, pp. 17–18.
N.B. *Quatrième* and *Brevet Elémentaire* represent the same level as do *seconde* and *Brevet Supérieur*. C.E.P. = *Certificat d'Etudes Primaires* (no longer awarded). C.A.P. = *Certificat d'Aptitude Professionnelle*.

tion of the *Brevet Simple* for teaching at the primary level or completion of the *seconde* or equivalent years of school for teaching in the upper primary school. In addition, the candidate for a teacher's license must obtain a satisfactory score on a competitive teacher's examination.

Today, admission to a normal school requires completion of the *troisième* (tenth grade) or the *Brevet Simple* although frequently the admission requirement is seen as the *seconde*. Under the Reform, admission to normal primary teacher training will require completion of the ten years of basic school (*école fondamentale*) and an admission examination.

The course of study for the *Diplôme de Fin d'Etudes Normales* (Normal School Completion Diploma) lasts three years. *Note:* The Normal School Completion Diploma will be called the *Diplôme d'Enseignement Normal* under the projected reform (see Table 1.2). The course of study includes two years of general studies: arithmetic, business, child development, economics, English, French, geography, handwriting, history, hygiene, psychology, religion and science. Studied in the first two years, arithmetic, business, French, geogra-

phy, history and science are emphasized most heavily in the academic portion of the curriculum and make up 80% of the academic courses. Some schools offer a mixed normal curriculum where students study academic, vocational and home economics courses. The third year includes practica (10 hours per subject) and three months of teacher training. After a three year assignment to a public school teaching post, the graduate receives a teaching license *(Licence d'Instituteur).* Although in principle schools are forbidden to hire anyone without such a license, teacher demand is such that the law is rendered virtually unenforceable. Normal school graduates who are licensed by the State are entitled to the state-fixed monthly teacher salary. The Normal School Completion Diploma (Document 7) is seen in Appendix B.

Primary normal education, though predominantly public in financing, is actually run by religious orders. Teachers for private Catholic and Protestant schools are trained, however, by their congregations and orders in France, the United States, Canada and Haiti. For example, the Sisters of Saint Joseph de Cluny are trained at the Ecole Notre Dame du Perpetuel Secours and the Filles de la Sagesse at the Pensionnat Notre Dame du Sacré Coeur and at the Novitiate St. Louis du Nord. Teaching clergy for schools under the Brothers of Christian Instruction are trained both at a Pétionville facility and at the Juvenat Notre Dame du Perpetuel Secours.

Although teacher retraining has not been widespread, the revision of the school system and the initiation of the Reform in the elementary schools have required some continued education of elementary school teachers. This retraining has been directed through the National Pedagogical Institute (Institut Pédagogique National or IPN), which was opened in 1975 for the purpose of formulating national educational policy. Short courses are given both in Port-au-Prince at the IPN and at designated sites throughout the country. Informal certificates are awarded for completion of these continuing education courses.

Vocational Teacher Training

Three of Haiti's seven normal schools are also vocational normal schools *(écoles normales professionnelles);* that is, they train teachers for careers in vocational schools. Vocational teacher training includes the regular three-year normal school course of study along with a fourth year of specialization in the trade to be taught. The Certificate of Competency or Diploma in Vocational Teaching *(Certificat d'Aptitude à l'Enseignement Professionnel*/CAEP or *Diplôme d'Enseignement Professionnel)* is used principally for teaching in domestic science institutions *(écoles ménagers).* In addition, some training of vocational teachers occurs in vocational training centers where the four years of study include civics, educational methodology, pedagogy and psychology. Those who do not hold the Diploma in Vocational Teaching may qualify for teaching in a trade school if they complete the *seconde* class, have competency in the trade to be taught, and complete alternative special courses for vocational teacher training.

Secondary School Teacher Training at the Ecole Normale Supérieure

Created as a training course for secondary school teachers, the Ecole Normale Supérieure (ENS or Higher Normal School) also serves as a College of Letters for the State University of Haiti (for more details, see Chapter VI). Originally organized in 1944 as the Advanced Normal Program *(Cours Normal Supérieur)*, the school was renamed in 1947 and reoriented as a bifurcated school to train teachers, on the one hand, and to educate in the arts and sciences, on the other. Although a "College of Letters and Pedagogy" was created briefly in 1969 to supplant the Higher Normal School, the School was re-established under its present name in October, 1973. Today, the Ecole Normale Supérieure trains secondary school teachers as well as teachers for the ENS.

Admission

In 1983, approximately 900 students applied for admission to the ENS and 100 were admitted. Admission to the School requires the Baccalaureate II and an admission examination. The entrance examination for this department lasts two to three days. Two types of examinations are given: one for mathematics/science specialists and another for humanities majors. The former includes sections on French, math, the natural sciences and physics, while the latter tests students' knowledge in economics, English, French composition, history, and Latin or Spanish.

Course of Study

Studies in the ENS are based largely on preparing teachers for instruction in classical subjects. Those desiring to teach at the lower secondary level follow a general course of study while those who wish to teach at the upper secondary *(rhétorique* and *philosophie)* level must take specialized training in a subject offered at that level. The student may take a *licence* in this subject. For the *Certificat d'Aptitude au Professorat de l'Enseignement Secondaire* (CAPES), *premier cycle* (the certificate for teaching in the first three years of secondary school), an average of 25 hours per week is spent in courses. Approximately 10% of the hours are devoted to electives, 5% to modern languages, 50% to the discipline of choice and 35% to education courses.

Two divisions now exist within the Higher Normal School. A Liberal Arts division *(Lettres)* includes sections in History and Geography, Literary Studies, Modern Languages, Philosophical Studies, and Sciences. The Sciences division includes sections designated under combined rubrics: Biology-Geology, Chemistry-Biology, Geology-Botany, Mathematics-Physics, and Physics-Chemistry and comes under the College of Sciences although teaching diplomas are awarded by ENS. Students within these options may

either take a three-year Secondary School Teaching Certificate (CAPES), or complete three years of study for a Diploma of Completion of Studies (*Diplôme de Fin d'Etudes*) in the selected field. (This diploma, Document 8, is shown in Appendix B.) Students may also work toward a *Licence d'Enseignement* which requires four years of study (see below for more details).

Practica

After one year of preparatory study, followed by two years of concentration in pedagogy and general academic subjects, the CAPES candidate spends 3½ weeks in internship: 1) 4–6 hours each week in a *classe terminale* (final year of high school), with 2 hours spent teaching the class; 2) 4–6 hours in a *quatrième* or *troisième* class (third or fourth year of secondary school), with 2 hours spent teaching; 3) 4–6 hours in the *sixième* or *cinquième* class (first or second year of secondary school), with 2 hours spent teaching. At the end of this internship, the student must take a practical test.

Licence Requirements

Students holding the *Diplôme de Fin d'Etudes* or a CAPES may continue an additional year for the *licence*. Candidates for the *licence* spend 15 hours weekly in courses, computer programming and education sciences. Each *licence* student must also submit a thesis on a topic which has been approved by the Department and directed by a faculty member. The thesis is defended before a three or four person jury which determines whether the work is satisfactory and assigns a grade or *mention*. Certificates or "attestations" of the results of the thesis defense *(procès-verbal)* are normally made available to the student.

Additional Teacher Training Programs

Those completing at least three years of study at the ENS may continue their education in specialized centers or institutes affiliated with the State University. Those specializing in social work or counseling may be admitted on the basis of their ENS diploma (called *admission sur titre*) to the Institut de Psychologie where they continue study for one year toward a Certificate in Psychology *(Certificat en Psychologie)*. Those desiring specialized training in second language teaching may enter *sur titre* the Center for Applied Linguistics (Centre de Linguistique Appliquée) for an informal certificate *(certificat)* in second language teaching. A combination of certificates and diplomas from the ENS and other institutes may qualify the graduate for university-level teaching, school administration, educational planning or social work.

Continuing education for teachers is provided through the National Pedagogical Institute (Institut Pédagogique National or IPN). IPN was opened in 1975 to formulate educational policy in Haiti. The Institute conducts a number of short-term workshops for retraining teachers. These are offered both at the Port-au-Prince institute and at normal schools around the country. Credit toward a degree is not awarded although informal nonuniversity-level recognition certificates are given.

Despite these qualifications, university-trained secondary teachers are also in short supply in Haiti. However, those who are able to complete university training are generally forced to hold employment in several different schools at the same time in order to earn a satisfactory salary. Thus, the incentive for completion of the three-year university program is not strong, especially since students may find employment in secondary schools prior to receiving the secondary school teaching certificate. In 1981-82, of a total of 4,239 secondary school teachers, only 845 had completed university training; 1,454 held the Baccalaureate I or II; 502 were trained in normal schools, and the remainder held other lower level qualifications.

Chapter VI

The State University of Haiti

L'Université d'Etat d'Haïti

Overview

Haiti's sole state university, the Université d'Etat d'Haïti (UEH), is the institution responsible for higher education in its academic, professional, technical and research efforts. Created as the Université d'Haïti by a law of December 23, 1944, the university was renamed the State University of Haiti in 1960. A national public university, it is comprised of departments located in disparate areas of the capital city, Port-au-Prince. It is the University's mission to "authorize, control and supervise" the creation and functioning of all schools of higher learning, whether public, partially subsidized by the government or wholly private. Enrolling a total of 3,598 part- and fulltime students in 1981–82, the State University has as its purpose the following:

1. to improve the quality and facilities of university education in Haiti;
2. to increase the number of students admitted and to open the University to the broader population;
3. to adapt higher education to the "national realities and fundamental values of Haitian society"; and
4. to increase the level of research being conducted by the University's departments.

These stated goals reflect the principal difficulties confronting higher education in the Republic of Haiti: the problem of maintaining academically sound programs in the face of extremely limited resources; the elitism of university admission; the lack of professional relevance of some educational programs; and the absence of scholarly research being conducted in the University's departments and schools.

The University's institutes, centers, departments, advanced schools and colleges were, as a general rule, formed as independent educational units and, after having been recognized as serving some useful public good, were subsequently brought under the rubric of the State University. A *faculté* (college within the university) is an institution of higher education, public or private, awarding academic degrees such as the *licence*, *maîtrise* and *doctorat*. It is headed by a dean *(doyen)* and a council of professors *(conseil de professeurs)*. The *école supérieure* (advanced school) is a selective university level school that carries out teaching and research in a professional field in a manner compara-

ble to that of the *facultés*, but under educational limitations specifically defined by the State. An *institut* (institute) is an academic division of one of the above that carries out a public service (e.g., publishing of reports and surveys) in addition to its teaching and research functions. Affiliated centers and institutes tend to offer supplemental, part-time programs for those holding a first degree but do not necessarily preclude entrance of beginning level college students. The organization of the State University's departments, institutes, higher schools and colleges may be seen in Table 6.1. Table 6.2 lists the enrollment by department and year of study. The degree programs offered at the State University are shown in Table 6.3.

The National Ministry of Education and its Department of Education (DEN) oversee the State University and its appointments. However, funding for the individual colleges, although under the general administration of the DEN, is budgeted under the national ministries and departments responsible for their respective disciplines and related professional sectors. For example, funding for the College of Agriculture comes from the Department of Agriculture and that for Medicine from the Department of Public Health. Each college, under a dean, and each school, center or institute, under its director, reports to the rector of the State University who serves as the administrative liaison between the University departments and their faculty councils, on the one hand, and the ministries and executive government, on the other. The rectorate is located in a system-wide administrative facility in downtown Port-au-Prince.

Faculty Governance, Teaching and Research

Each department within a college or *faculté* is headed by a chairman who is a tenured professor *(professeur titulaire)*. Appointed by the Ministry of Education upon the recommendation of the appropriate dean and his department council, the department chairman is required to be a full professor in the department prior to appointment. A large *faculté* generally has a council of department chairmen who advise the dean on appointments, policies and administrative matters.

Teaching is carried out by professors in the following legally defined categories. The *chargé de cours* (similar to the lecturer in the U.S.) holds a first degree from the college in which he teaches. The *professeur assistant* either holds an advanced degree or has served as a *chargé de cours* for at least five years and has published a scholarly work recognized by the faculty or chairmen's council. A full professor *(professeur)* has served as *professeur assistant* for at least ten years and has published a scholarly work recognized by the faculty or chairmen's council. These categories are not enforced consistently.

Members of the teaching staff of UEH are rarely fulltime. The University budget and level of salaries are, in fact, insufficient to support a fulltime faculty. Most are engaged in consulting, independent practice or private entrepreneurship in addition to their teaching. Because of this pattern, there is little opportunity for and expectation of scholarly research and writing.

Table 6.1. Official Divisions of the Université d'Etat d'Haïti

Facultés	*Ecoles Supérieures*
	I. Ecole Normale Supérieure
II. Agronomie et Médecine Vétérinaire	A. Ecole des Infirmières Vétérinaires* B. Ecole Moyenne d'Agriculture*
III. Droit et Sciences Economiques	
IV. Ethnologie	
V. Médecine et Pharmacie	A. Ecole de Pharmacie B. Ecole de Technologie Médicale
VI. Odontologie	
VII. Sciences	A. Ecole d'Arpentage*
VIII. Sciences Humaines	

Centres et Instituts

Centre de Linguistique Appliquée (CLAP)

Centre de Recherches en Sciences Humaines et Sociales (CRESHS)

Département des Sciences du Développement

Institut d'Etudes et de Recherches Africaines d'Haïti

Institut de Psychologie

Institut des Sciences du Développement

Institut National d'Administration, de Gestion, et des Hautes Etudes Internationales (INAGHEI)

*Offers professional degree programs at the upper secondary level.

The ratio of students to faculty varies by department but, overall, is quite satisfactory by U.S. standards. Because most programs of study are structured by year, students of the same year *(la promotion)* follow one schedule of classes. Instruction tends to be highly formalized with little individuality encouraged among students.

General Regulations

Although each department makes its own determinations with respect to admission and academic progress, some general policies and standards are apparent for the university as a whole.

Table 6.2. Université d'Etat d'Haïti Enrollment by Department and Year of Study, 1981–82

College/School	Prep.*	Year I	Year II	Year III	Year IV	Year V	Total
African Studies	–	82	–	–	–	–	82
Agriculture	–	68	42	41	43	–	194
Appl. Linguistics	–	15	25	25	–	–	65
Dentistry	16	10	14	7	10	–	57
Ethnology	–	100	40	38	–	–	178
Higher Normal School (ENS)	69	58	45	–	–	–	172
INAGHEI	215	280	142	44	–	–	681
Law	–	148	213	118	181	–	660
Medicine	100	193	114	115	96	152	774
Pharmacy	–	37	23	16	–	–	76
Sciences	77	72	49	56	51	–	305
Scientific Section	–	5	11	9	4	–	29
Social Sciences	–	75	129	52	46	–	302
Total	477	1,143	847	521	431	152	3,571

SOURCE: Adapted from Département de l'Education Nationale, *Annuaire Statistique, 1981–82*, No. 5, p. 106.

*Preparatory year (*Année préparatoire*)

Admission

Admission is determined in the days and weeks immediately following the announcement of the results of the Bacccalaureate and September *concours d'admission* (admission competition) examinations held by the admitting departments and colleges. Although the Baccalaureate I was, until recently, the appropriate qualification for admission to several State University departments, it is increasingly true that the Baccalaureate II is required for university-level admission. A few subdivisions of University *facultés* require only the second year of upper secondary school (surveying, veterinary and agricultural schools, for example).

The applicant for admission *(postulant)* to a specific department (there is no general admission) presents to the secretariate of the college to which he is seeking admission a number of legal and health documents attesting to the applicant's good health, acceptable political and legal status, citizenship, and character. The candidate must also present proof of academic qualifications.

Table 6.3. Degrees and Requirements, Université d'Etat d'Haïti

Subject	UEH Department	Diploma	Admission Criteria	Years of Study*
Accounting	INAGHEI	*Diplôme en Sciences Comptables*	*Bacc.* I + 5 yrs' work exper. or univ. dipl.	60 credits
Agronomy	FAMV	*Diplôme d'Ingénieur-Agronome*	*Bacc.* II	4
		Diplôme de Technicien Agricole†	*Seconde*	2
Anthropology/ Sociology	Faculté d'Ethnologie	*Licences ès Sciences Anthropologiques et Sociologiques*	*Bacc.* II	4
		Maîtrise ès Sciences Anthropologiques et Sociologiques	*Licence*	2
		Doctorat ès Sciences Anthropologiques et Sociologiques	*Maîtrise*	2
Architecture	Faculté des Sciences	*Diplôme d'Ingénieur-Architecte*	*Bacc.* II	4
Business	INAGHEI	*Licence en Administration*	*Bacc.* II	90 credits + prep yr
		Certificat	*Bacc.* II + univ. dipl. or 5 yrs' work exper.	30 credits
Dentistry	Faculté d'Odontologie	*Diplôme de Chirurgien-Dentiste*	*Bacc.* II	5

continued

Subject	UEH Department	Diploma	Admission Criteria	Years of Study*
Development Sciences	Faculté d'Ethnologie (DSD)	*Maîtrise en Sciences du Développement*	Univ. dipl.	2
		Doctorat en Sciences du Développement	*Maîtrise*	2
Education	Ecole Normale Supérieure	*Certificat d'Aptitude au Professorat de l'Enseignement Secondaire* (CAPES)	*Bacc. II*	3
		Licence d'Enseignement	*Bacc. II*	4
Engineering	Faculté des Sciences	*Diplôme d'Ingénieur-*	*Bacc. II*	4
Humanities	Ecole Normale Supérieure	*Diplôme de Fin d'Etudes*	*Bacc. II*	3
		Licence	*Bacc. II*	4
International Relations	INAGHEI	*Licence ès Sciences Politiques*	*Bacc. II*	4
		Certificat	*Bacc. II* + univ. dipl. or 5 yrs' work exper.	30 credits
Law & Economics	Faculté de Droit; Free Schools of Law	*Licence en Droit*	*Bacc. II*	4
Linguistics	Centre de Linguistique Appliquée	*Licence*	*Bacc. II*	3
Math/Sciences	Faculté des Sciences	*Diplôme de Fin d'Etudes*	*Bacc. II*	3
		Licence ès Sciences . . .	*Bacc. II*	4
Medical Technology‡	Ecole de Technologie Médicale	*Diplôme de Technologie Médicale*	*Bacc. II*	2

Medicine	Faculté de Médecine et de Pharmacie	*Diplôme de Docteur en Médecine*	*Bacc.* II	6
Nursing‡	Ecole d'Infirmières	*Diplôme d'Infirmière*	*Bacc.* II	3
Pharmacy	Ecole de Pharmacie	*Diplôme de Pharmacien*	*Bacc.* II	4
Political Science	*See* International Relations			
Public Administration	INAGHEI	*Certificat*	*Bacc.* II + univ. dipl. or 5 yrs' work exper.	30 credits
		Licence	*Bacc.* II	90 credits + prep yr
Social Sciences (Psychology, Social Work and Communications)	Faculté des Sciences Humaines	*Licence*	*Bacc.* II	4
		Certificat	Nurse's, Teacher's, Social Worker's Diploma	1–2
Surveying	Ecole d'Arpentage	*Diplôme d'Arpenteur*†	*Seconde*	2
Veterinary Medicine	FAMV	*Diplôme de Technicien en Santé et Production Animales*†	*Seconde*	2

*Years of study include the preparatory year, where required.
†These are secondary level vocational training programs offered by University departments.
‡These programs, while affiliated with UEH, are technical rather than academic. As such, they are not considered the equivalent of university degrees.
DSD = Département des Sciences du Développement
ENS = Ecole Normale Supérieure
FAMV = Faculté d'Agronomie et de Médecine Vétérinaire
INAGHEI = Institut National d'Administration, de Gestion et des Hautes Etudes Internationales
Seconde = Fifth year of secondary school.

Where the number of applicants exceeds the number of places available, the announced admission examination must be taken; the highest achievers from this examination are then admitted to the number of places available.

Full- or part-time status is dependent upon the type of program. Although auditor status is possible, this category is rare; students who achieve auditor status study in limited, short-term programs specifically approved by the *faculté*.

Matriculants at the State University are given a free education for the most part but registration, examination and diploma fees are assessed. Textbooks may be provided on a lending basis but students are expected to purchase these when possible.

Length of Study

The length of study required for the first level university degree (*diplôme de fin d'études, licence*, etc.) is variable and depends on the discipline. The minimum period of study required for a diploma is two years, although some departments formerly offered certificates after the first year of study. (See Table 6.2 for the length of study for UEH degree programs.)

For the most part, matriculants at the University take 25–30 hours of class per week although part-time programs are increasing, particularly in newer and less competitive departments to which students are recruited from the working population. Most classes occur weekdays from 7:30 A.M. to 12:00 noon and from 2:00 to 4:00 P.M. Evening and part-time departments generally hold classes from 4:00 to 10:00 P.M. on weekdays and until noon on Saturdays.

Curricula

Curricula are set by the council of professors of the individual college or department. Students in fulltime programs generally study a predetermined set of subjects by year rather than select individual courses from a range of offerings. Courses are divided into required and elective categories; however, courses taken in nonrequired subjects are not computed in the student's average.

Current tendency imposes an initial year of predisciplinary study which constitutes intensive preparation for and orientation to college level studies. Called the preparatory year *(l'année préparatoire)*, this year is in no way a remedial year; rather it constitutes a general, introductory course of study in preparation for the specialized higher study of the next few years. In the sciences, this year is sometimes also referred to as the PCB year (*année* PCB), indicating the emphasis on physics, chemistry, and biology. The increased reliance on the preparatory year in college is largely the result of decreased confidence in Baccalaureate results and the variation of quality and preparation among high school graduates. In a few instances, this year can be waived if the student already holds a university diploma or otherwise shows evidence of equivalent preparation. Following the preparatory year, students generally complete a course of study that is introductory to the discipline.

The final year or two, depending on the department, allows for specialization and individual projects.

Academic Progress

Satisfactory academic progress is accomplished by achieving the *moyenne générale* (average grade) required by the student's chosen department. Written semester or trimester examinations are given at the end of each course. The student who earns an appropriate average on all such intermediate exams may sit for the year-end oral and written examinations in July. In general, an average of 60%–65% must be achieved in all subjects tested in order for the student to advance to the next year of study. While individual departments establish different guidelines for elimination and failure, in general, the following rules apply:

1. The preparatory year may not be repeated more than once and students may not repeat any year more than once (after failing the year-end examination in four consecutive testings).

2. For those who fail specific sections but achieve the appropriate overall average in the July test, an additional examination session *(session extraordinaire)* is offered in September. At that time, the student may retake the test in the under-par subjects. If a second failure results, repetition of the year of studies is required. The student who is successful in the September test may advance to the next year of study. It is important to note that not all students taking the September examination are doing so because of an earlier failure; a student who for other reasons (e.g., illness or absence) was unable to be present for the July test may also be given permission to take the September test.

Grading

Although each division determines its grading values, for the most part, the State University divisions assign grades on the 100 point scale. The rectorate of the State University defines the general grading scale as indicated below.

Haitian Grade	Points Earned	Suggested U.S. Equivalents
Très Bien (Excellent)	80–100	A
Bien (Very Good)	70–79	B
Assez Bien (Good)	65–69	C
Passable (Fair)	61–64	D
Médiocre (Below Average)	50–60	F
Mal (Poor)	30–49	F
Nul (Nil)	0–29	F

Note: The "nul" category is generally considered eliminatory. If a student achieves a score in this range, no credit is given either for the subject or for the number of points earned.

Weighting of Subjects

For the most part, there is no credit system in University departments. However, the weight of a subject is reflected in the number of "coefficients" it is assigned in grading. Thus, a subject may have two or three times the weight of another in compiling points and grades. In general, a subject having a coefficient value of 1 will have a total of 100 points on an examination; a subject having a value of 2 will count for 200 points, and so on. Coefficients rarely exceed the value of 3.

Graduate Education

Graduate education (education beyond the first level university degrees) is uncommon in Haiti's university. Most frequently, those who desire advanced study enter graduate programs outside Haiti or study for additional certificates in one of the State University divisions. Supplemental certificates such as those in African studies, linguistics, psychology, etc., when taken in addition to a *licence* or university *diplôme*, may be accepted in Haiti in lieu of a foreign graduate degree.

Two graduate degrees are offered to a limited extent. The *maîtrise*, a degree that is awarded after completion of the *licence* or *diplôme*, always requires a thesis which is defended before a faculty jury. Additional requirements may include courses, but, more often, the *maîtrise* is understood to be based on independent research work which culminates in a written study. The highest degree possible, the *doctorat*, is available in only two fields: anthropology and development sciences. The Haitian doctorate requires independent research and the presentation and defense of a thesis.

Divisions of the State University

College of Agriculture and Veterinary Medicine (Faculté d'Agronomie et de Médecine Vétérinaire)

The College of Agriculture and Veterinary Medicine was created as the Central School of Agriculture in 1924 in response to the severe shortage of agriculturists in a nation in which over 90% of the population was engaged in farming or was dependent on the agricultural sector for a living. Four years later, the School was located permanently at Damien, a town just outside Port-au-Prince. Its current name was adopted in 1943 but, despite the extension of the College's mission to include Veterinary Medicine, the College of Agriculture and Veterinary Medicine (FAMV) does not offer university-level training for veterinary doctors; its only veterinary degree is a secondary level technician's diploma offered through a vocational agricultural school attached to the College (see Chapter IV).

Today, this College of the State University is operated as an agricultural complex, housing students, staff, and administrative offices for the Department of Agriculture as well as laboratory facilities, an intermediate level agricultural school and an adjoining 250 acre farm used for agricultural experiments, demonstrations of crop management and animal husbandry. An international aid and educational exchange agreement between the Haitian and Canadian governments has provided substantial assistance for recent improvements in the College's physical plant as well as enhancement of the research and training conducted at Damien. Agricultural experts from the University of Ottawa have helped to plan joint agricultural experiments; Canadian agronomists have been provided on a loan basis; laboratories have been modernized or constructed; new equipment has been donated and academic exchange programs have been afforded the College faculty. Students from the College have conducted significant experiments in fertilization and pasture production, hydrology, soil and water conservation—all areas of critical importance to the development of Haitian agriculture and to the conservation of Haiti's acutely eroded natural resources. This cooperative program has made the College of Agriculture one of the best equipped and most academically promising units of the State University.

Admission

Though formerly based on the Baccalaureate I, admission to the engineering program at the College of Agriculture now requires the Baccalaureate II. In addition, students must take an entrance examination in the following subjects: biology, chemistry, French, mathematics and physics. Approximately fifty to sixty students out of some 500 candidates per year gain admission.

Length of Study

The course of study for the *diplôme* has been lengthened from four to five years and the title of the *diplôme* has been changed from that of *Diplôme d'Agronome* (Agronomist Diploma) to *Diplôme d'Ingénieur–Agronome* (Agricultural Engineer Diploma). The recently revised program increases the emphasis on practical experience and field work with the experiential segments beginning in the first year of study. Candidates for the agricultural engineering diploma are required to complete a new two–year core of courses before advancing to the three–year specialization period. The core curriculum may be seen in Appendix C, IV.

Courses of Study

Course offerings at the College of Agriculture have been recently departmentalized so that students may now choose from five fields of specialization after

the first two years of common studies *(le tronc commun)*. These fields of choice for the *Diplôme d'Ingénieur–Agronome* are animal production and health, basic science and technology, phytotechnology, rural development and economics, and rural engineering and natural resources.

Courses of study leading to the *Diplôme de Technicien* (Technician's Diploma) in agriculture, animal health and production and forestry are offered through the affiliated vocational training programs. These are described in Chapter IV, "Secondary Level Vocational Training."

Grading

Grades are computed on a scale of 0–100 with 65 being the required average. Both term-end and annual examinations are given; the latter include both an ordinary and extraordinary session. A student who fails to earn an average of 65 on the ordinary session but who falls no lower than 50 points may take the examination at the extraordinary session. An overall cumulative average of 65 must be achieved if the student is to receive the Agricultural Engineer Diploma.

College of Dentistry (Faculté d'Odontologie)

The College of Dentistry is located in a building adjacent to the College of Medicine and Pharmacy and shares some resources with that division, though its funding and organization are entirely separate from the latter. The course of study for a dentist requires a basic science preparatory year and four additional years of courses and practical training. Completion of the course of study and the awarding of the UEH diploma (*Diplôme de Chirurgien–Dentiste* or dental surgeon's diploma) entitle the graduate to practice dentistry without further qualifying procedures. Admission to the College of Dentistry requires the Baccalaureate II and success on an entrance examination. Approximately fifteen students enter the College each year.

Course of Study

The academic year requirements are structured into three 10-week quarters lasting from October to July. The course requirements are organized as follows.

Preparatory Year: *Courses*—Cellular biol., elem. psych., embryol., Engl., gen. chem., inorg. chem., org. chem., genetics, math, med. zool., physics, Sp., & stats.

Year I: *Courses*—Biochem., blood physiol., dental anat., dental histol., dental prosthe., embryol., med. symptomatol., stats. *Clinical Training*—Gen. anat. (60 hrs/quarter); & gen. histol. (20 hrs/qtr).

Year II: *Courses*—Anaesthe., anat., craniofacial anat., bacteriol., dental histopath., dental x-ray, diagnosis, exodontia, opera. dent., opera. techniq., physiol. of sense organs, prevent. dent., prosthe., prosthe. techniq., & therapeut. *Practical Training*—Dental histol. (12 hrs/qtr); fixed partial bridge (80 hrs/qtr); surg. dent. (30 hrs/qtr); & total prosthe. (20 hrs/qtr).

Year III: *Courses*—Buccal path., clinic (5 hrs daily, Monday–Friday), dental therapeut., exodontia, opera. techniq., oral surg., pharmacol., prevent. dent., pedodontia, prosthe., & surg. *Practical Training*—Clin. surg. (25 hrs/qtr); total partial bridge & surg. (140 hrs/ qtr); & total prosthe. (90 hrs each in 2d & 3d qtrs).

Year IV: *Courses*—Clinic (3 hrs daily), deontol., exodontic anaesthe., opera. techniq., oral & exodontic surg., oral path., oral surg., orthodontia & prosthe. *Clinical Training*—Clin. surg. (25 hrs/qtr); fixed bridge & surg. dent. (140 hrs/qtr); & total prosthe. (140 hrs/qtr).

Grading

Examinations are administered annually and contain practical, written and oral sections. Each subject on which the student is tested must have at least three questions on the final examination. Grades are computed on the following scale:

Points Earned	Suggested U.S. Equivalents
90–100 (Excellent)	A+
80–89 (Very Good)	A
70–79 (Good)	B
65–69 (Average)	C
50–64 (Poor)	F
30–49 (Inferior)	F
0–29 (Nil)	F

College of Law and Economics (Faculté de Droit et des Sciences Economiques)

Founded in 1859 as a special school for teaching law, the College of Law at Port-au-Prince became the National School of Law in 1890 and the College of Law of the State University in 1944. This *faculté* was reorganized in 1969 and currently offers *licence* degrees to matriculants at the school in the capital and confirms degrees from the affiliated independent schools of law (Ecoles Libres de Droit) in Cap-Haïtien, Les Cayes, Gonaïves and Jérémie. The latter, considered extensions of the State University since 1969, follow the same curriculum for the study of law (see "Free Schools of Law" later in this chapter).

Course of Study

Admission to the College of Law requires the Baccalaureate II. For the first three years, entrants follow a common course of study for all specialties. In the fourth year, the student chooses a specialization and follows courses in one of three sections: Economics, Judicial Administration or Jurisprudence. The curriculum includes courses as follows:

Year I: Civil law, criminal procedure, Haitian law, penal law, poli. econ., & Roman law.

Year II: Civil law, civil procedure, constit'l law, internat'l law, & stats.

Year III: Admin. law, civil law, commerc'l law, conflict law, finance, maritime law.

Year IV: Courses in the area of specialization.

Examinations and Grading

Examinations are scheduled at the end of the first and second trimester of each academic year. The year-end examination is written and oral while the trimester examinations include only a written section. Students who achieve an average of 65% on all trimester exams and on the written annual examination are admitted to an oral examination, which, if passed, permits them to continue to the next year. Those who fail either the written or oral examination are required to repeat the unsuccessful year. No student is allowed to repeat the same year more than three times. Students are examined by professors sitting as a jury under the chairmanship of the Dean of the College of Law.

The School's grading is done on a scale of 0–100. Any grade between 0–15 is eliminatory and is excluded from the student's total points. Students who achieve an overall average of 80–90 will receive the *magna cum laude* or *cum laude* honor.

Degrees

Although previously the College offered a Bachelor of Law degree *(Bachelier en Droit)* after two years of study, this degree is no longer given. A *licence* is now the only degree offered to those who complete the full four-year course of study in law or economics. This degree in law enables the graduate to practice law without additional licensing procedures. The specialization chosen by the graduate appears on the diploma. (See Document 9, Appendix B for the *Diplôme de Licencié en Droit.)*

Free Schools of Law (Ecoles Libres de Droit)

All Free Schools of Law are operated as independent institutions whose curricula and requirements are established by law and whose diplomas are

endorsed by the State University's College of Law and Economic Sciences. Admission to all Free Schools requires the Baccalaureate II. The length of study for the *Licence en Droit* is four years. There are four such schools of law:

1. The Ecole de Droit du Cap-Haïtien was founded in 1867 as the Ecole Libre de Droit. With a current enrollment of approximately thirty students, the School was recognized by the State in 1947 and attached to the State University as an external site in 1969.
2. The Ecole de Droit des Cayes was founded in 1894 as the Ecole Libre de Droit. Its name was changed in 1969. It enrolls approximately twenty students.
3. The Ecole de Droit de Gonaïves, founded in 1922 as the Ecole Libre de Gonaïves, was closed between 1929 and 1947. Today it enrolls about fifty students.
4. The Ecole de Droit de Jérémie was founded in 1906 and enrolls about 100 students.

College of Medicine and Pharmacy (Faculté de Médecine et de Pharmacie)

The College of Medicine and Pharmacy, with approximately 850 students, is the largest college within Haiti's State University. Directed by a dean, its teaching faculty is almost wholly staffed by part-time physicians who are affiliated with the adjoining State Hospital.

Admission to the College of Medicine requires the Baccalaureate II as well as one of the highest scores on the competitive entrance examination. Places are severely limited; only one-fourth of the students applying are able to qualify and enter the Medicine section. Although attrition is about 25% during the preparatory year, the retention and completion rate is quite high after this initial screening year.

Facilities at the Medical College, while below the expectations of most U.S. medical schools, are generally good by Haitian university standards. Laboratories available for students include those in chemistry, microbiology and physiology. The biochemistry laboratory conducts special research with medicinal plants through a faculty and research exchange with Cornell University Medical School. The 800-bed university hospital is located immediately adjacent to the medical school and students begin their hospital work in this facility during their third year of study. Both the College of Dentistry and the School of Nursing share facilities with the College of Medicine and Pharmacy.

The library of the College of Medicine serves all of the University's health science schools. An unusual but useful service performed by the library is the lending of approximately 3,000 medical school textbooks used in courses within the College. The lending section is made necessary by the cost and lack of sufficient texts for the number of medical school students. (Not only are texts too costly for the average student, but many, if not most, are written in English rather than French.) The remaining library collection contains some 14,000 volumes and 200 periodicals (most of which are made available

by gift subscription). A book-sharing program exists with French and U.S. universities. Limited audio-visual materials are available to faculty from the College library.

Course of Study

All medical students follow the same six-year course of study which includes the following: 1) a first, premedical preparatory year of basic sciences; 2) a second year of anatomy, embryology, histology, physiology, and statistics; 3) a third year which includes 200 hours of practical training in medicine and surgery; 4) a fourth and fifth year of additional medical studies with clinical training; 5) a sixth year of hospital internship. (See Appendix C, V. for the core curriculum in medicine.) Although the medical diploma, *Diplôme de Docteur en Médecine*, is awarded at the end of these six years of study, the student is not authorized to practice as a licensed physician until he has completed a year (or two in Port-au-Prince) working at a post designated by the Ministry of Public Health. After completing this period of public service, the student may apply for a hospital residency or work as a general practitioner.

Grading

The grading scale in the College of Medicine is as follows:

Percentages	Grade	Suggested U.S. Equivalent
90%-100%	*Très Bien* (Very Good)	A
80%-89%	*Bien* (Good)	A
70%-79%	*Assez Bien* (Above Average)	B
65%-69%	*Passable* (Average)	C
40%-64%	*Médiocre* (Poor)	F
10%-39%	*Mal* (Very Poor)	F
0-9%	*Nul* (Nil)	F

The minimum passing grade is 65%. This overall average is required in all courses and examinations in order to proceed from one year to the next. Examinations administered at the end of each trimester within the College itself are written only while the annual exams are practical, written and oral. The average of the trimester grades is combined with the annual examination results to secure a second average from which the faculty determines whether a student may advance to the next year of study.

A student earning a grade of 40%-65% in the first year-end testing *(première session)* in July may retake the exam in the below-par subject at the second testing *(deuxième session)* in September. Failure to achieve a minimum of 40% in any one subject requires that the student repeat the year. A student

failing to earn the required 65% in the second session must redo the entire year. Two successive failures at the end of the premedical year disqualify the student from continuing medical studies. Four consecutive failures at the end of any of the second through fifth years disqualify the student from further attempting to complete his medical education.

In obtaining the overall grade, each subject is given a coefficient value. In all years of study, the typical coefficient value is 1. However, the subjects listed below are exceptions to this:

Subjects With Coefficients Greater Than 1

Year of Study	Subject	Coefficient Value
1	Anatomy	3
1	Human Physiology	3
2	General Semiology	3
3 & 4	Surgical & Medical Pathology	3
3 & 4	Pediatrics	2
3	Obstetrics	2

At the end of each training period, the student undergoes an evaluation before a board of examiners and is awarded one grade for theoretical knowledge of the area and another for the quality of practical work.

Class rank is determined at the end of the internship year. At that time, the class' rank order is obtained by dividing the average of the end-of-year grades by the number of students in the class. The graduates' averages are listed in order and the names are forwarded in rank order to the Ministry of Public Health for conferral of diplomas and licensing.

School of Pharmacy (Ecole de Pharmacie)

The School of Pharmacy is a division of the College of Medicine and is directed by a Vice-Dean and Director who reports to the Dean of the College. The Director is a pharmacist who oversees the three pharmacy departments: Biological Sciences, Chemistry and Pharmacy. Approximately forty part-time professors teach about eighty students in this small program. Admission requires the Baccalaureate II and a competitive entrance examination. Approximately twenty students are admitted each year.

The course of study for the four-year pharmacy diploma *(Diplôme de Pharmacien)* includes a premedical year of basic sciences and three additional years with the following courses:

Year I (after the preparatory year): Biol., bot., chem'l pharm., physics, quali. chem'l analy., & zool.; practicum in a local pharmacy.

Year II: Analyt. chem., biol., chem'l pharm., galenic pharm., org. chem., physiol., & quali. chem'l analy.

Year III: Bacteriol., biochem., chem'l pharm., galenic pharm., immunol., microscopy, org. chem., parasitol., pharmacol., quanti. chem'l analy., & toxicol.

Grading is done on the same scale used by the Medicine section of the college. Grading coefficients are as follows:

Subjects with Grading Coefficients Greater than 1

Subject	Coeff. Value	Year of Study
Chemical Mineral Pharmacy	2	Years I & II
Chemical Organic Pharmacy	2	Years I, II & III
Galenic Pharmacy	2	Years II & III
Qualitative Chemical Analysis	2	Year II
Quantitative Analysis	2	Year III
Internship	2	Year III

Examinations are administered annually in an ordinary and extraordinary session and are composed of practical, written and oral sections.

College of Sciences (Faculté des Sciences)

The College of Sciences is one of the oldest units of the State University. Its distant precursor, the Ecole des Sciences Appliquées (School of Applied Sciences) was founded in 1902 as a private institution. Achieving State recognition in 1906, it was attached to the Public Works Department in 1931 and given the task of training the country's civil engineers. Ten years later, the School was placed under the Department of National Education. In 1942, a surveying program *(cours d'arpentage)* was added but courses were not actually begun until two years later. In 1945, one year after the University of Haiti was established, the School of Applied Sciences was placed under the new university and became its science department. This role was later assumed, however, by the Ecole Polytechnique d'Haïti (Polytechnical School of Haiti) which had existed since 1947 as the Science and Engineering School of Haiti. The Polytechnical School of Haiti became, by decree of September 28, 1961, the Faculté des Sciences.

In 1969, the College was further reorganized and divided administratively and by curriculum into two major sections:

I. The Department of Technical and Professional Studies, under which all advanced technical education falls, including those affiliated schools offering technical and professional degrees. Areas of technical and professional studies are defined as architecture, electronics, engineering, telecommunications, transportation and surveying.

II. The Department of Scientific and Pedagogical Studies, under which all advanced higher scientific and teaching degree programs were placed. The majors include biology, chemistry, geology and mathematics/physics. Al-

though this department was originally under the Civil Engineering Section of the College, in 1979, it was raised to the status of a separate department in order to provide a *licence* course of study in the sciences for those desiring to be college professors.

Admission

Admission to the College of Sciences requires the Baccalaureate II and a competitively high score on the entrance examination administered each year during the month preceding the start of classes. Students who fail to achieve the average required at the end of the preparatory year of study may be required to retake the admission examination and thus compete with the new entering class for a place in the program.

Course of Study

The four-year course of study in the Technical and Professional Studies Division includes a required preparatory year which prepares the student for specialized science and engineering courses. The second year is an initiation to scientific technique and the last two years focus on a field of specialization. The basic preparatory year as well as the first semester of the second year are common to all engineering courses of study which lead to the *Diplôme d'Ingénieur.* (See Appendix C, VII. for the UEH course of study for civil engineering.)

Students completing three years of study in non-engineering Scientific and Pedagogical Studies fields receive the *Diplôme de Fin d'Etudes* (Diploma of Completion of Studies) and those completing four years, the *licence*. After a preparatory year in this division, students take a two year general mathematics/science course of study and, in the final year, specialized courses in the major. Students seeking a secondary teaching certificate may end their studies after three years, secure the appropriate teaching experience (see Chapter V) and receive the *Certificat d'Aptitude au Professorat de l'Enseignement Secondaire* (CAPES) from the Ecole Normale Supérieure. Those who continue beyond the *certificat* or *diplôme* for a *Licence ès Sciences* (in mathematics), a *Licence ès Sciences Physiques* (in the physical sciences) or a *Licence ès Sciences Naturelles* (in the natural sciences) remain an additional year and write a thesis before being awarded a *licence*. The *licence* is considered necessary if the student wishes to teach in the University or do research.

Final Project

A final project (*projet de sortie* or *projet de fin d'études*) is required of each student in the Technical and Professional Studies Division. This project must reflect independent research in the student's special field, and must be accomplished during the final semester of study from March to June. This work is the equivalent of 96 hours of effort.

Grading

Students in the College of Sciences are required to achieve an overall average of 65% in order to advance from one year to the next. Failure to achieve this average may require the student's repeating the entire year. Only one annual examination session is available in this college. In addition to this requirement, individual courses may have an elimination grade which ranges from 0–20 out of 100. The student who achieves a score no higher than this eliminatory level for the subject in question must retake that examination at the beginning of the next academic year, provided the appropriate overall average of 65% has been earned.

	Grading Scale	Suggested U.S. Equivalents
100–85	*Excellent* (Excellent)	A
84–75	*Très Bon* (Very Good)	A
74–65	*Bon* (Good)	B
64–50	*Acceptable* (Satisfactory)	C
49–40	*Faible* (Poor)	F
39–21	*Très Faible* (Very Poor)	F
20–0	*Echec* (Failure)	F

School of Surveying (Ecole d'Arpentage)

The School of Surveying is a professional school housed administratively under the College of Sciences. It offers a two-year practical program awarding a Surveying or Topography Diploma. Created by decree in 1942 and annexed to the then School of Applied Sciences, the School of Surveying began offering courses in 1944 as the *Cours d'Arpentage* (Surveying Program). In 1945, the name was changed to the current one and since that time the school has been affiliated with the College of Sciences in the latter's various reorganizations.

To be admitted to the training program in surveying, a student is required to have completed at least five years of high school (the *seconde classe*) and have taken the admission examination. Students who complete the two-year program receive a *Diplôme d'Arpenteur* (Surveying Diploma) which is considered a vocational qualification though offered at the State University. The curriculum includes the study of drawing, legislation and application, mathematics, surveying, and theoretical surveying.

College of Social Sciences (Faculté des Sciences Humaines)

The most recently organized college of the State University of Haiti, the College of Social Sciences is an umbrella designation for a number of previously existing social science centers and institutes training students in communication, ethnology, psychology, social work, and sociology. Located

in a building adjacent to the College of Sciences in Port-au-Prince, the College only operates from 4:00 to 8:30 P.M. It accepts about 320 students per year but has an 80% attrition rate. Since there is little employment in Haiti for the professions served by this college, many of its graduates leave Haiti to find suitable employment abroad.

College of Ethnology (Faculté d'Ethnologie)

Within the College of Social Sciences, the oldest college is the College of Ethnology, founded by government decree in 1941. Haiti's College of Ethnology prepares students for secondary teaching, archival and library work and museum conservatorship. Admission requires the Baccalaureate II as well as the admission examination in general culture and physiology. The length of study for the *licence* in anthropology and sociology is four years (including one year to prepare and defend a thesis). See Appendix C, II. for the core curriculum in ethnology. The *Maîtrise ès Sciences Anthropologiques et Sociologiques* (Master's Degree in Anthropological and Sociological Sciences) requires two years beyond the first degree, including one year to prepare and defend the thesis. The *Doctorat ès Sciences Anthropologiques et Sociologiques* (Doctorate in Anthopological and Sociological Sciences), approved by decree in 1976, requires three years beyond the *maîtrise* including the time to complete and defend the doctoral thesis *(thèse)*. The doctorate in anthropology is one of only two doctorates offered within the State University.

Department of Development Sciences (Département des Sciences du Développement)

Created in 1979, this department is affiliated with the Ethnology College and is also known as the Institute for Development Sciences. Its mission is to prepare specialists in development areas and otherwise to facilitate the economic development of Haiti. To be admitted to this department, a student must hold a university degree but, in addition, admission is determined on the comparative merits of the admission dossiers presented by students. The length of study for the *Maîtrise en Sciences du Développement* is two years, including the time to prepare and defend the thesis. See Appendix C, III. for the core curriculum in development sciences. Two additional years of preparation beyond the *maîtrise* and defense of the doctoral thesis result in the awarding of the doctorate, *Doctorat en Sciences du Développement*.

Port-au-Prince Institute of Psychology (Institut de Psychologie de Port-au-Prince)

The Institute of Psychology was founded in 1971 and is today attached to the College of Social Sciences as a specialized center for the study of psychology.

Admission to the Institute requires the Baccalaureate II or a university degree. Studies for the *Licence en Psychologie* last three years beyond the Baccalaureate II with an additional year required for completion of the report or thesis. Students who hold the *diplôme* from the Ecole Normale Supérieure may abbreviate their studies for the *Licence en Psychologie* by passing the third year exams and submitting a thesis. A *Certificat en Psychologie* is awarded to a social worker, nurse or teacher who passes the third year examinations and submits a final report.

Other Institutes and Centers Affiliated with the College of Social Sciences

Also housed in the College of Ethnology are the Center for Social and Human Sciences Research (Centre de Recherches en Sciences Humaines et Sociales or CRESHS), the Haitian Institute for African Studies and Research (Institut d'Etudes et de Recherches Africaines d'Haïti) and the Center for Applied Linguistics (Centre de Linguistique Appliquée). CRESHS was founded in 1966 to foster research in the social sciences, with specific attention to the problems of Haiti. It trains students in social science methodology and research. The African Studies Institute was created by a March, 1980 Presidential Decree authorizing the establishment of the Institute and the awarding of a *Licence d'Etudes et de Recherches Africaines* after four years of study. The Institute of African Studies and Research, when fully implemented, will have as its mission "the teaching of African, Afro–American and Caribbean Studies with particular attention to Negritude."

The Center for Applied Linguistics was created by a government decree of March 7, 1978. Its mission is to prepare teachers and researchers of language. The Center awards a *licence* after three years of post–Baccalaureate level study that includes two years of general linguistics and one year of applied linguistics. Those who enter the Center are typically students from the Ecole Normale Supérieure who seek second language training in addition to their teacher's certificate.

The Higher Normal School (L'Ecole Normale Supérieure)

Teacher training for academic secondary schools is carried out in the State University's teacher training college, the Ecole Normale Supérieure (ENS). In addition to its function as a teacher training institution, the forty–year–old school serves as the only department of arts and letters for the Université d'Etat. The school's function as a teacher training college is described in Chapter V, "Teacher Training."

Admission to ENS diploma programs requires the Baccalaureat II. Students who desire study in geography, history, languages, literature and philosophy may follow a three–year program of study leading to the *Diplôme de Fin*

d'Etudes (Diploma of Completion of Studies) in the discipline studied. Mathematics and science courses are under the College of Sciences but the teaching certificates are awarded by ENS. The three-year course of study includes a preparatory year and two years of specialization. (See Document 8 for a sample *Diplôme*.) The *licence* requires an additional year beyond the *Diplôme de Fin d'Etudes*. Those who wish to teach at the upper secondary, college-preparatory level must now complete the *licence* while those teaching at the first secondary level (grades *sixième* through *troisième*) need only complete the *diplôme* level.

The National Institute for Administration, Management and Advanced International Studies (L' Institut National d'Administration, de Gestion et des Hautes Etudes Internationales/INAGHEI)

INAGHEI was formed in 1979 with the merger of two schools: the Ecole Nationale des Hautes Etudes Internationales (National School for Advanced International Studies) and the Institut National d'Administration et de Gestion (National Institute for Administration and Management). Created in large part to address the critical shortage of well-trained public administrators, INAGHEI has developed into one of the largest and most successful departments of the State University. INAGHEI ranked second only to the College of Medicine in 1981-82 in the number of students enrolled. With the assistance of international aid and the University of Ottawa, the new institute has developed a multidisciplinary curriculum in business and public administration offering four types of degree programs:

1. *Certificats* (certificates) in a) Business Management *(Gestion des Affaires);* b) Public Administration *(Administration Publique);* and c) Political Science *(Sciences Politiques).* See Appendix C, VIII. for the core curricula;
2. The *Diplôme en Sciences Comptables* (Accounting Diploma);
3. The *Licence en Administration* with specialization in one of three fields: a) Business Management *(Gestion des Affaires),* b) Public Administration *(Administration Publique),* c) Accounting *(Sciences Comptables);* and
4. The *Licence ès Sciences Politiques* with an emphasis in international relations.

Other INAGHEI programs are considered continuing education *(programmes de formation continue)* and are designed for part-time study. INAGHEI offers a number of short term evening diploma and certificate retraining and upgrading courses for accountants and public administrators. These programs last from one week to one month. External seminars do not accumulate credit toward a diploma but merely present information informally and award attestations of completion. Language courses are also considered "external" to the course of study and award separate certificates of proficiency.

Admission

Admission to INAGHEI programs varies depending upon the degree or program sought. All *licence, certificat* and *diplôme* programs require the Baccalaureate II and a competitively high mark on an entrance examination. The complete examination, composed of sections on culture, history (Haitian and general) and mathematics, is required only for students whose highest qualification is the high school certificate; the history and mathematics sections are waived if the applicant has been working for five years or holds a university degree. In addition, those who have already earned University degrees may be admitted on that basis (*admis sur titre* or admitted by title) and go directly to specialized study without taking the preparatory year. They may, however, be required to take prerequisites for upper level courses. Students applying for certificate and diploma programs must either hold a university degree or have worked a minimum of five years. Certificate students may not transfer into the *licence* program without meeting specified entrance requirements. Those who attend INAGHEI seminars on an external basis may register without holding a high school diploma or satisfying other entrance requirements but they cannot gain admission to a regular degree program.

Core Curriculum

INAGHEI students must have knowledge of Haitian culture, economics and law. Thus, all *licence* students either follow the preparatory curriculum or present evidence of equivalent study. The preparatory curriculum includes the following courses:

Subject	Credits	Hours
Comparative Civilizations	15	1
Culture	15	1
Economic Geography	30	2
Haitian Ecology & Natural Resources	30	2
Introduction to Economics	45	3
Introduction to Law & Civil Law	30	2
Mathematics I	45	3
Mathematics II	30	2
Modern & Contemporary History	30	2
Principles of Administration	45	3
Research Methodology	45	3
Sociology	45	3
Statistics I	45	3
Statistics II	45	3

Requirements

INAGHEI, unlike most of the Colleges within the State University, functions on a credit system. Each credit corresponds to 15 hours of instruction and each course is 2 to 3 credits (30–45 hrs/sem). The *licence* awarded by INAGHEI requires 90 units of credit, excluding the preparatory year, but including the 6 units assigned to the thesis. The Accounting Diploma *(Diplôme en Sciences Comptables)* requires only 60 credits of coursework with no preparatory year and the formal *certificat* programs require only 30 units with no preparatory year. Though English and Spanish proficiency is required of all students, no credit is given for these subjects which may be taken either at INAGHEI or elsewhere. Fulltime *licence* students take only ten semesters to complete the program while part-time study requires about fifteen semesters for completion.

The *licence* degree (see Document 10, Appendix B) requires either a thesis *(mémoire)* of sixty to one hundred pages or three research projects *(travaux de recherche)* of at least twenty pages each, completed during the course of study. The thesis requires a public defense *(soutenance)* before a three-member faculty jury and carries a value of 6 credits. Each *travail de recherche* is awarded 2 credits. The grading scale for the thesis and research projects differs somewhat from that used for examinations: *Excellent* (Outstanding) = 100–90; *Très Bien* (Excellent) = 89–76; *Bien* (Very Good) = 75–66; *Assez Bien* (Good) = 65–60.

Grading

During the preparatory year, the student must achieve an average of 60% in order to enter a program requiring the preparatory year. Any single grade lower than 40% is eliminatory even if the overall average is equivalent to the required 60%. A coefficient of 1, 2 or 3 affects the grades earned and is based on the number of hours spent in the course. A course meeting 15 hours per week is assigned a coefficient of 1; a course meeting 30 hours per semester has a coefficient value of 2 and a course meeting 45 hours per semester has a coefficient of 3.

INAGHEI Grading Scale		Suggested U.S. Equivalent
90–100	*Excellent* (Outstanding)	A
80–89	*Très Bien* (Excellent)	A
70–79	*Bien* (Very Good)	B
65–69	*Assez Bien* (Good)	B
60–64	*Passable* (Passing)	C
40–59	*Médiocre* (Below Par)	F
0–39	*Nul* (No Credit)	F

A student who, for any reason, is unsuccessful during the preparatory year loses entitlement to a place in the Institute and must retake the admission exam to requalify for admission; the student who requalifies must repeat the preparatory year.

Affiliated Schools

A number of vocational degree granting schools and centers are affiliated with the State University. Diplomas are awarded by the schools but are under the control of the University which, nevertheless, does not acknowledge these diplomas as the equivalent of University degrees since these programs feature applied and practical rather than academic studies. Such affiliated schools include the Ecole de Technologie Laboratoire, the Ecole de Technologie Médicale, and the Ecole Nationale d'Infirmières Simone O. Duvalier.

Chapter VII

New University Centers

The restricted number of State University places available to Haitians earning the Baccalaureate II has created a demand for more tertiary level university–like programs. Attempting to meet this need are two "university centers" patterned after the U.S. credit system that provide university–level instruction in Port–au–Prince and Cap–Haïtien. Both are founded by U.S.–educated Haitians who have designed institutions with features similar to elements of higher education in the United States. Legally, only the State University of Haiti may be termed a university and neither of these institutions enjoys the "recognition" of the State University of Haiti, the ultimate, legal arbiter of university education in Haiti. Such institutions, though meeting licensing guidelines of the Department of Education for the offering of degrees, must restrict their own designation to that of "Institute," "Center," or "University Center."

The emphasis placed on adaptation of degree programs within the newer Haitian university centers to the U.S. model as well as the encouragement of cooperative ventures with U.S. colleges suggests an emphasis both on attracting students interested in a U.S.–style education as well as a focus on training Haitian students who might desire additional study in the United States. Little is now known about the preparation afforded students at these new educational centers nor are extensive data available about their graduates' readiness for undergraduate and graduate programs in the United States.

The International University Center of Haiti (Centre Universitaire Internationale d'Haïti/CUIH)

The International University Center awards the Associate of Arts (A.A.) degree (also called the *Certificat Professionnel* or Professional Certificate) in accounting, teacher education, social work and technology after 60 credits and the *licence* (B.A.) in the same specialization after 126 credits. Admission does not uniformly require the Baccalaureate II; many students are admitted on the basis of entrance examination results in combination with the Baccalaureate I. The Center also offers a pre–university program for working people who do not possess the minimum admission qualifications. This preparatory program includes two semesters each of basic skills, French and math. Completion of the pre–university program allows the student to take

the U.S. high school equivalency test (administered in French). Success on the U.S. test allows the nontraditional student who does not hold the Haitian Baccalaureate to enter CUIH for university-level study.

Structured on the U.S. system of credit hours with 1 credit being the equivalent of 15 hours of class per semester, the Center's academic programs are designed primarily for part-time study, although in Spring, 1984, only one-third of the Center's 231 students were part-time. A significant reason for the Center's focus on part-time study is the cost of matriculation. Although a non-profit organization, in 1983–84, CUIH had fixed its tuition at $30 per credit hour plus library, admission and other fees.

Designed to bring U.S. educational philosophy to Haiti, course requirements include term papers, quizzes, emphasis on class participation and final examinations. The academic year is divided into terms and students may select individual courses rather than follow a year by year block of courses. The 30 credit first year of study includes Caribbean history (1 semester), Haitian culture (2), mathematics (2) and methodology (2). After this general year, students may specialize in the field of choice. Grading is done on a letter basis from "A" to "F" with "A" representing "Excellent" and "F," "Failure."

The Center's rather restricted physical facilities in a former residence at Bourdon belie the rather large number of degree and nondegree programs offered. Some twenty *certificats professionnels* (professional certificates) and *licence* programs are currently advertised and there are plans to add even more. CUIH has also successfully provided short-term cultural seminars for U.S. summer study groups. However, although accorded "recognition" by several U.S. colleges, the institution is still relatively young and without a clearly established record of academic and educational achievements. Within Haiti, the State University does not accord recognition or transfer credit for the Center's courses.

King Henri Christophe University Center (Centre Universitaire Roi Henri Christophe)

Unlike the International University Center of Haiti (CUIH) at Bourdon, the King Henri Christophe University Center was inaugurated by Presidential decree as the tertiary university center serving the northern part of the country. Established by law in October, 1980, Henri Christophe began offering classes in 1981–82. Although the Center has an official state function and thereby receives a government funding subsidy, it nevertheless operates as an institution separate from the State University.

Lodged in a nineteenth century building in Cap-Haïtien, Henri Christophe had a total enrollment of forty-three students in 1981–82. That number increased to 112 the following year. The increase in enrollment is largely a reflection of the need for higher education programs in the inaccessible northern region of Haiti. In 1981–82, Cap-Haïtien had a total of 8,970 students enrolled in its nineteen secondary schools. Only 0.01% of the region's students passing the Baccalaureate I and II were able to enter the

State University. However, despite the need for higher education in the region, the growth of Henri Christophe is restricted by the inadequacy of physical resources and funding as well as the limited financial resources of students from this area. The historic building in which Henri Christophe is housed is currently being restored and expanded and the Center is seeking international and domestic funding to subsidize more extensively the cost of education for the individual student. Tuition at Henri Christophe is $500 per year and room and board (provided in nearby private residences) is $1,250. Admission is based on the Baccalaureate II but no admission examinations are required at this time. Grading is carried out on a letter basis as students accumulate credits toward their degree. Henri Christophe currently offers only two degree programs although it plans ultimately to offer degree programs similar to the range available in the State University at Port-au-Prince. The Free School of Law located at Cap-Haïtien (see Chapter VIII) is not affiliated with the Center.

As of Spring, 1984, Henri Christophe had a total of only sixty-five students in its civil engineering program. The first graduating class will be awarded degrees in 1985–86. Those matriculating at Henri Christophe are students from the Cap-Haïtien region although a few, unsuccessful in gaining admission to the State University, relocated from Port-au-Prince to the North in order to attend college. Students study part-time at the Center and are taught by faculty recruited among local professionals who may or may not have higher degrees. Approximately 24 hours per week are required to meet enrollment and academic progress requirements. Degree requirements vary somewhat from those at the State University of Haiti (UEH); engineering diplomas (*Diplômes d'Ingénieur*) are only three years in length while the UEH *Diplômes d'Ingénieur* require four years of study. All diplomas, though not considered the equivalent of UEH degrees, are homologized (or accorded university status) by the State Department of Education.

Like CUIH, Henri Christophe fosters exchange with U.S. tertiary-level institutions. A formal exchange program exists with Florida A and M University and additional student exchanges are being sought. Though still quite small, Henri Christophe plans to offer a large number of *diplôme* and *licence* programs. Departmental divisions will include Agriculture and Veterinary Medicine, Applied Technology, Architecture and Engineering, Arts and Sciences, Business Administration, Dentistry and Education. As of 1983, however, only agriculture and civil engineering were offered. The program of study in medicine, offering a *Diplôme de Docteur en Médecine* after five years, was to begin in Fall, 1984 upon completion of a joint agreement with the hospital of Cap-Haïtien.

Chapter VIII

Nonuniversity Tertiary Level Training

A number of advanced training institutions in Haiti provide education for professionals in engineering, business and other professional fields without, however, having been accorded university status. They may admit students to study without requiring the Baccalaureate I or II, mix pre-Baccalaureate and post-Baccalaureate level study, offer shorter degree programs or they may be recognized by the State as an affiliated center offering specialized technical study that is determined to be of public usefulness. The institutions identified below are prominent examples of Haitian institutions that do not enjoy status equal to that of the State University, but nevertheless do offer advanced technical and professional training.

The Advanced Technical Institute of Haiti (L'Institut Supérieur Technique d'Haïti/ISTH)

The Advanced Technical Institute of Haiti was created in 1962 as a private engineering school and was accorded State recognition in 1965. Offering postsecondary degree programs in civil engineering and architecture as well as some courses after the *rhétorique* year (for those who hold the Baccalaureate I) in architectural drafting, electronics, refrigeration, and surveying, ISTH may be the most significant and best established private tertiary level institution in Haiti. ISTH offers study towards a *Diplôme d'Ingénieur Civil* (Civil Engineering Diploma, Document 11, in Appendix B) and an Architectural Engineering Diploma *(Diplôme d'Ingénieur-Architecte)* of three years' duration as well as a Surveying Diploma *(Diplôme de Topographe)* of two years' duration. (See Appendix C, VI. for the civil engineering core curriculum.) While only the architectural engineering program requires the Baccalaureate II for admission, all diploma programs require the Baccalaureate II before the degree is awarded. Technician and technologist diplomas *(diplôme de technicien en . . .)* require the *seconde* (eleventh year of school) or Baccalaureate I. However, the *Diplôme d'Ingénieur* is not awarded until the student has received the *Certificat de Fin d'Etudes Secondaires Classiques, Deuxième Partie*. ISTH diplomas are not awarded, registered and signed by the Ministry of Education nor are they conferred by the Department of Education. Another significant distinction between the ISTH diplomas and those offered by the College of Sciences of the State University is that the former are three-year engineering diplomas

while the State University diplomas in engineering require four years of study.

The French Institute (L'Institut Français)

The French Institute was established in 1945 and today offers courses in French language and culture at the post-Baccalaureate level for university students. Professors at the Institute are generally French participating in France's technical assistance missions to Haiti. No degree programs are offered.

Haitian-American Institute (Institut Haïtiano-Américain)

The Haitian-American Institute (HAI) provides short-term courses in English language and sponsors lectures by visiting scholars on a nondegree basis only, although informal certificates are awarded for completion of language courses. The Institute also provides educational and placement counseling to Haitians seeking to study in universities in the United States. (See Chapter IX for additional information.)

Haitian Institute of Electronic Technology (L'Institut de Technologie Electronique d'Haïti)

In 1979, the Haitian Institute of Electronic Technology was licensed as a professional and technical institution at the tertiary level by the State Ministry of Education. This institute for training electronic technicians offers three-year *Diplômes de Technicien Supérieur en . . .* (Advanced Technician Diplomas) in advanced electronic and electrical technology based on the Baccalaureate I. Its four-year *Diplôme d'Ingénieur-Technologue en . . .* (also called the "Bachelor of Science" degree) in electronic, electrical and industrial engineering technology is based on the Baccalaureate II.

Institute for Advanced Business and Economic Studies (Institut des Hautes Etudes Commerciales et Economiques/ IHECE)

This Institute was founded in 1961 and offers a four-year course of study based on the Baccalaureate II and leading to the *Licence ès Sciences Commerciales et Economiques* (*licence* in business and economics). Enjoying State recognition in its role as an alternative to enrollment at the State University, the Institute has approximately 100 students.

International Correspondence School (ICS)

Branches of the United States International Correspondence School are located in Cap-Haïtien and Port-au-Prince. Each program follows the ICS

guidelines and course requirements. Among courses of particular interest in Haiti are accounting (5 mos), architectural drafting (1 yr), English (1½ yrs), secretarial course (6 mos), and topography (10 mos).

National Institute for Professional Training (Institut National de Formation Professionnelle/INFP)

The National Institute for Professional Training was founded in 1973 primarily to promote and standardize vocational and professional training programs in Haiti. However, the Institute offers through the attached Centre Pilote de Formation Professionnelle (Pilot Center for Vocational Training) a number of continuing education programs as well as a certificate of professional competency *(Certificat d'Aptitude Professionnelle)*. These vary in length of study and admission requirements.

National School of the Arts (L'Ecole Nationale des Arts/ENARTS)

The National School of the Arts was created by the law of July 7, 1983 as Haiti's national performing and fine arts school. Placed under the National Haitian Institute for Culture and Arts (L'Institut National Haïtien de la Culture et des Arts/INAHCA), this school offers study in commercial art, dance, design, fine arts, music, theatre and visual arts. Though its educational status is now somewhat provisional, it is expected that after a developmental period ENARTS will become the State University's College of Fine Arts. At this time, ENARTS offers a three-year *licence* program (called a Bachelor of Arts) which requires the Baccalaureate II for admission. The curriculum is still under development and no graduates have yet been awarded diplomas.

Olivier Group and Company (Groupe Olivier et Compagnie)

A private school founded in 1980 and offering pre- and post-Baccalaureate technical training, Groupe Olivier has a five-year *diplôme* program in architecture, civil engineering and electronics as well as professional *certificats* in furniture making (2 yrs), interior decorating (2 yrs) and topography (1 yr).

Theological Training

Notre Dame Seminary (Grand Séminaire Notre Dame)

The Grand Séminaire Notre Dame is not a part of the Université d'Etat d'Haïti although it is supported, in part, by the government of Haiti. This seminary for training Catholic priests dates from 1922 when its predecessor, the Ecole Apostolique Notre Dame, was opened to correct the absence of Haitian clerics trained in Haiti. In the past, French priests in Haiti had been largely trained in Brittany at the Séminaire Saint Jacques; this practice had been initiated by the 1860 concordat which assigned to Brittany the preparation of priests for

missionary service in Haiti. Today, the seminary is under the Canadian Province of the Society of Jesus.

Admission to the Grand Séminaire requires the Baccalaureate II. However, most of the seminarians come not from *lycées* but from secondary level *séminaires* throughout Haiti. The seven-year course of study for the *Licence en Théologie* includes courses in anthropology, canon law, history of the Church, liturgy, philosophy, psychology, sociology and theology.

Training in Health Fields

Nursing

Nurses' training exists at principally two levels: auxiliary nurses' training at the secondary vocational level in National Schools of Auxiliary Nurses (Ecoles Nationales d'Infirmières Auxiliaires) after completion of the *troisième* class (the tenth year of school) and tertiary level training through schools of nursing (Ecoles Nationales d'Infirmières). The latter, though at the tertiary level and sharing some facilities and staff with universities, are not judged by Haitians to be the equivalent of university programs. The tertiary level Nursing Diploma *(Diplôme d'Infirmière),* however, is recognized and conferred by the Rectorate of the State University. The Department of Public Health funds both categories of public nursing schools and issues licenses to practice nursing after the student has successfully completed the course of study and the practical training. An institution at each level is located in Port-au-Prince, Les Cayes and Cap-Haitien.

Auxiliary Nursing School (Ecole Nationale d'Auxiliaire)

Admission to vocational nursing programs requires completion of at least the *troisième* (legally) or *seconde* (the equivalent of eleven years of school) and a written entrance examination. Courses taken include anatomy, communicable diseases, hygiene, and nursing. Grading is done on a scale of 10 with 5 representing the passing grade. Upon completion of the nine-month course of study, the auxiliary nurse receives the *Diplôme d'Auxiliaire* (Auxiliary Diploma in nursing). Auxiliary nurses provide first aid and supervise health or sanitary agents in the countryside.

School of Nursing (Ecole d'Infirmières)

There are three schools of nursing in Haiti—one in the capital city and two in provincial towns. Operated under the supervision of the Department of Health and affiliated with the State University (UEH) in Port-au-Prince, the major school of nursing in Haiti is the Ecole Nationale d'Infirmières Simone O. Duvalier, the National School of Nursing located at the State University Hospital near the site of the College of Medicine. Founded as the Ecole des Infirmières de Port-au-Prince in 1918, the School changed its name to the current one in 1965. Though not considered a university department, the School of Nursing nonetheless shares some facilities with the State University's health sciences colleges and schools and offers a nursing diploma *(Diplôme d'Infirmière)* that is awarded by UEH. The two other national schools

of nursing are the Ecole d'Infirmières Notre Dame de la Sagesse, founded in 1952 at the Hôpital Justinien in Cap-Haïtien, and the Ecole d'Infirmières Simone O. Duvalier, founded in 1958 at the Hôpital Immaculée Conception at Les Cayes. The latter schools, though not located at the College of Medicine site, also offer a State University recognized *Diplôme d'Infirmière* after three years of study. Individual nursing schools award their own certificates and transcripts.

Admission to the three National Schools of Nursing is based on the Baccalaureate I although many entrants hold the terminal high school certificate. In order to qualify for nursing, a student must earn at least 65% in each subject tested during the three-year course of study. The period of coursework is capped by a two-year clinical training period in either a hospital or health center before the license is awarded. Licensing examinations are offered once a year at the Port-au-Prince Nursing School. Although registered with the Department of Public Health, the Nursing license is issued by the National Association of Licensed Nurses of Haiti (L'Association Nationale des Infirmières Licenciées d'Haïti). A fourth year of study offers specialized training in public health nursing, nurse anaesthetist and midwifery. A certificate is awarded in recognition of practica completed in these special fields. The course of study for the nursing diploma is found in Appendix C, I.

School of Community Health (Ecole de Santé Communautaire)

Offering a one-year course of study for the Nurse-Hygienist Certificate, *(Certificat d'Infirmière-Hygiéniste)*, the Community Health School trains hygienists for employment in clinics. Admission requires the *Diplôme d'Infirmière*. Approximately twenty nurses per year are trained in community health problems in the U.S./AID supported school.

School of Laboratory Technology (L'Ecole de Technologie Laboratoire)

Study towards a certificate and license to practice as a laboratory technician is vocational, tertiary level training based on the Baccalaureate II and leads to the *Diplôme de Technicien Laboratoire* (or *de Laboratoire Médical*). Schools of Laboratory Technology may either be affiliated with a university or they may be independent with degrees acknowledged by the State Department of Public Health. Independent schools of laboratory technology offer a fifteen-month course of study and practicum that include courses in anatomy; blood, digestive, endocrine and renal physiology; hematology; mineral, organic and analytic chemistry; parasitology, physics and natural sciences; serology; and urology.

School of Medical Technology (Ecole de Technologie Médicale)

The State University offers a *Diplôme de Technologie Médicale* through the School of Medical Technology attached to the State University. Based on the Baccalaureate II, the diploma is awarded after two years of study.

Chapter IX

Guidelines and Placement Recommendations

The 1982 Educational Reform

The educational reform undertaken in Haiti's primary schools in the Fall of 1982 is not expected to reach the secondary level until 1986 although a slight impact is already being felt. U.S. institutions considering students for placement should bear in mind that these changes will begin to occur in the next five years and that the basic education plan is likely to affect vocational training a good deal more than pre-university preparation. Classical pre-university studies, still solidly rooted in the tradition of rhetoric, philosophy and literature (although recent additions stress mathematics and science), will continue to emphasize those subjects and approaches. There are no plans to change the Baccalaureate examination system; students will continue to receive the Certificate of Completion of Secondary Studies *(Certificat de Fin d'Etudes Secondaires Classiques),* the Haitian high school leaving certificate, although eventually those completing the alternative vocational track will receive a Vocational Secondary Completion Certificate, based on successful completion of the *Baccalauréat Technique* or Technical Baccalaureate examination.

Haitian Degrees, Certificates and Diplomas

Educational degree programs in Haiti are relatively static. Each new degree offering and institution is approved by law. A section of the enabling law (published in the official government report, *Le Moniteur*), specifies the approved program, including admission requirements, length of study, title of degrees, and so on. For this reason, the names of state certificates and degrees, the length of time for the complete course of study, and the fundamental content of the curriculum do not undergo frequent changes.

Graduates of high schools and tertiary level programs receive a number of different documents attesting to their success in a course of study. Since most degrees from public institutions are approved and recorded by the State, there is generally a diploma awarded from the originating Ministry department (the Department of Education, in most instances). The state-issued diploma is awarded upon certification of examination results. The student secures the certificate or diploma from the document verification office of the

issuing agency and presents notarized identification and photographs in order to obtain a copy of the diploma.

Haitian education certificates *(certificats)* may be confusing. Offered at all levels of education, they may fall into several categories. Uncontrolled general certificates may certify attendance, provide information about a student's performance in a vocational or academic program or serve as acknowledgement that a student attended but did not complete a program. Controlled certificates that have been established by law and that certify readiness to practice a profession are relatively static and are comparable to the *diplôme* (e.g., the three–year *certificats* awarded by ENS and the Institut de Psychologie de Port–au–Prince). Other certificates are continuing education awards that indicate additional study beyond a first degree (e.g., linguistics or specialized nursing certificate). Because of this wide variation, certificates should not be accepted without accompanying transcripts indicating level of study and completion of programs.

Secondary Level

Formerly a *diplôme*, the *Certificat de Fin d'Etudes Secondaires Classiques* (Certificate of Completion of Classical Secondary Studies) and the *Certificat de notes aux examens du Baccalauréat* (Certificate attesting to the scores achieved on the Baccalaureate examination) are issued to students who achieve the passing scores on the Baccalaureate examination. The Secondary School Completion Certificate issued by the Department of Education (DEN) bears the DEN seal as well as that of the Secondary Education Section *(Section de l'Enseignement Secondaire)*. A reference number identifies the area where the notation of the certificate may be found in DEN records. There is a remarkable range in the appearance of the *Certificat de Fin d'Etudes Secondaires Classiques*. Characteristics of printing and type size and style vary from year to year, thus making authentification of documents difficult. Occasionally secondary schools issue an informal diploma similar to the *Certificat de Fin d'Etudes Secondaires Classiques*. This diploma does not indicate success on the Baccalaureate, however, and therefore should not be accepted in lieu of the certificate from the Department of Education.

The Baccalaureate examination results (see Document 6, Appendix B) give the test score achieved in each subject as well as the overall average of all subjects tested. Although both of these documents are called *certificats*, the completion certificate resembles a diploma while the examination results certificate is a typewritten listing of scores. This latter certificate is also issued by the Secondary Education Section and bears the seals and signatures of the Secondary School Inspector and the Director–General of the Secondary Education Section. The Baccalaureate section completed (A, B, C or D) appears on both documents. Individual secondary schools may also issue a transcript of Baccalaureate results but these should not be accepted in lieu of the Department of Education scores.

In addition to these certificates, the *lycée* (public high school) or *collège* (private high school) attended by the diploma holder provides a transcript *(transcription de notes* or *certificat de scolarité)* which reflects all courses taken and grades earned at the school. In some instances, no grades are reported for the *rhétorique* and *philosophie* years. Baccalaureate examination results may be substituted for these year-end grades. Grading at the high school level varies. Some schools utilize a scale of 1–10; others a scale of 1–20 and still others a scale of 1–100. (See Appendix A for the suggested U.S. grade equivalents in each system.) There is some variation in the average needed to pass a subject but this is usually noted on the transcript. Documents or attestations *(certificats de scolarité)* which indicate regular attendance *(assiduité)* should not be accepted as substitutes for transcripts.

In general, all students applying for admission to U.S. colleges should be expected to present all three documents:

1. the *Certificat de Fin d'Etudes Secondaire Classiques, Deuxième Partie;*
2. the *Certificat* of Baccalaureate examination grades *(de notes aux examens du Baccalauréat);*
3. the *certificat de scolarité* from the secondary school or schools completed.

The administration of the Baccalaureate examination (especially issues of fairness, proctoring, accuracy of results, cheating, political influence, etc.) has frequently been called into question. Most Haitian institutions, mistrusting the controls put in place for the administration of the examination, require submission of all documents *and* the taking of an entrance examination. The existence and growth of the preparatory year of college further attests to Haitian skepticism of the Baccalaureate results. Thus, prudence suggests that if an institution is unable to offer its own entrance or placement tests or cannot secure U.S. standardized achievement and aptitude tests (although the latter are available in Haiti), requirement of all the documents noted above is a sound guard against erroneous admission decisions.

The Haitian–American Institute (HAI), under joint support of the Haitian and U.S. governments, coordinates application of Haitian students for study in the United States. At the HAI Port-au-Prince site, Haitians may receive English language instruction; hear lectures about U.S. literature and culture; secure information about U.S. educational institutions; take TOEFL, SAT, GRE and GMAT examinations; and receive counseling about study in the United States. An English translation service is also provided.

Vocational Qualifications

Although the Department of Education is also responsible for vocational training, the issuance of vocational certificates tends to be carried out through the awarding institution rather than the government. The variety of programs, the disarray in the vocational training sector, and the variation in

length of study prevent any all-embracing conclusions about characteristic diplomas and certificates. However, in general, public schools offer diplomas bearing state seals and private schools issue their own certificates. These *certificats* vary substantially. Some signify completion of the full course of study and some are "consolation prizes." Thus, the admitting institution should require a transcript *(relevé de notes)* or *certificat de scolarité* from the awarding institution in order to determine whether the certificate presented indicates successful completion of the full course of study. Increasingly, diplomas state that the student has successfully completed the course of study where this is the case and virtually all vocational schools offer transcripts of work completed.

Tertiary level vocational institutions may offer both *diplômes* and *licences*. These degree programs may differ sharply, however, from those at the State University. Most tertiary level vocational institutions in Haiti have limited facilities and their courses of study require less academic preparation and content than similarly named programs at UEH. In addition, the former stress practical components and on-the-job training. In some cases lower admission standards exist. For these reasons the *licence* and *diplôme* programs from such institutions should be reviewed carefully before admission to a selective U.S. graduate or professional program with a significant academic component.

State University Degrees and Diplomas

No codification of higher education diplomas exists in Haiti. Each *faculté* of the State University and each independent school or center determines the length, content and name of its degree and diploma. Thus, a Haitian *diplôme* may refer to a substantial range of degrees in Haitian higher education. The *licence*, although always denoting a degree from a tertiary institution (unlike the *diplôme* and *certificat* which are awarded at the secondary and vocational levels), may represent varying lengths of study (see Table 6.3 in Chapter VI).

State University diplomas are issued by the individual *faculté, école* or *institut* but may bear the seal of the Department of Education and the signature of the Rector. However, the degree is recorded not by the DEN but by the division awarding the degree. The diploma may furthermore reflect the newly awarded professional title or *grade* (such as *licencié, ingénieur, pharmacien*, etc.) or simply indicate the diploma level achieved: *licence, fin d'études*, etc. (See below for a list of titles which may appear on diplomas.) Occasionally, the *grade* and the diploma achieved are embedded in the text rather than in the title (see Document 10, the sample INAGHEI *licence*, in Appendix B). The *mention* (grader's remarks) or honors may also appear on the diploma. These may be *Bien* (Very Good); *Distinction* (With Distinction); *Très Bien* (Outstanding); *Assez Bien* (Good).

Diploma Titles

Agronomist	*Agronome*
Forester	*Garde Forestier*
Medical Doctor	*Docteur en Médecine, Médecin*
Dentist	*Odontologue*
Pharmacist	*Pharmacien*
Architect	*Architecte*
Accountant	*Comptable*
Lawyer	*Avocat*
Holder of the *licence*	*Licencié*
Teacher (primary school)	*Instituteur(trice)*
Teacher (secondary and tertiary)	*Professeur*
Topographer	*Topographe*
Surveyor	*Arpenteur*
Engineer	*Ingénieur*
Technician	*Technicien*
Technologist	*Technologue*
Psychologist	*Psychologue*
Nurse	*Infirmière*

Each department also makes available to the student a transcript of courses taken which notes grades and averages. Some departments list grades on a typewritten transcript; others provide a *carte de scolarité* (grade book), which is a comprehensive record of courses and practical work on a semester by semester basis. A student who has completed the *licence* may also have a separate grade and certificate for the project completed. A *maîtrise* or *doctorat* recipient receives a certificate of the results of the thesis or dissertation *(procès–verbal)* or oral defense *(soutenance de thèse).* Where honors are awarded, a notation of the *mention* may appear on the certificate or diploma.

Diplomas awarded outside the State University are issued solely by the awarding institution unless there is some formal arrangement between the State University and that institution. Those schools that have achieved public recognition usually bear this notation at the top of the diploma. (See the Institut Supérieur Technique diploma, Document 11, in Appendix B.)

The Role of the National Council on the Evaluation of Foreign Educational Credentials

The placement recommendations that follow have been approved by the National Council on the Evaluation of Foreign Educational Credentials. In order that these recommendations may be of maximum use to admissions officers, the following information on the development of the terminology used in stating the recommendations, along with instructions for their use, is offered by the Council and the World Education Series Committee.

The recommendations deal with all levels of formal education in roughly chronological order up through the highest degree conferred. Recommendations, as developed through discussion and consensus in the Council, are not directives. Rather, they are general guidelines to help admissions officers determine the admissibility and appropriate level of placement of students from the country under study.

The recommendations should be applied flexibly rather than literally. Before applying the recommendations, admissions officers should read the supporting pages in the text and take into account their own institutional policies and practices. For example, a recommendation may be stated as follows: ". . . may be considered for up to 30 semester hours of transfer credit. . ." The implication is that the U.S. institution may consider giving less than or as much as one year of transfer credit, the decision to be based on various factors—the currentness of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, and the receiving institution's own policies regarding transfer credit. Similarly, the recommendation ". . . may be considered for freshman admission" indicates possible eligibility only; it is not a recommendation that the candidate be admitted. Although consideration for admission at the same level may be recommended for holders of two different kinds of diplomas, use of identical phrasing in the recommendations does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

In most cases, the Council will not have attempted to make judgments about the quality of individual schools or types of educational programs within the system under study. Quality clues are provided by the author and must be inferred from a careful reading of the text.

Certain phrases used repeatedly in the recommendations have acquired, within Council usage, specific meanings. For example, "through a course-by-course analysis" means that in dealing with transfer credit, each course taken at the foreign institution is to be judged on an individual basis for its transferability to the receiving institution. Another phrase "where technical training is considered appropriate preparation" suggests that the curriculum followed by the candidate is specialized, and this wording is often a hint that within the foreign system the candidate's educational placement options are limited to certain curriculums. However, while the Council is aware of the educational policies of the country under study, the Council's policies are not necessarily set in conformity with that country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education.

In voting on individual recommendations, Council decisions are made by simple majority. Although consistency among volumes is sought, some differences in philosophy and practice may occur from volume to volume.

Placement Recommendations

Note: The following abbreviations have been used: CUIH = Centre Universitaire International d'Haiti; ENARTS = L'Ecole Nationale des Arts; IHECE = Institut des Hautes Etudes Commerciales et Economiques; INAGHEI = L'Institut National d'Administration, de Gestion en des Hautes Etudes Internationales; UEH = Université d'Etat d'Haiti.

Credential	Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendations
A. Primary Credential				
Certificat d'Etudes Primaires/CEP (Certificate of Primary Studies, pp. 14, 18)	—	6 years	Lower secondary (intermediate) school	May be placed in grade 7.
B. Academic Secondary Credentials				
1. *Brevet Simple* or *Elémentaire* (Elementary *Brevet*, p. 20)	CEP	3 years	Upper secondary, normal or vocational school	May be placed in grade 10.
2. *Brevet Supérieur* (Higher *Brevet*, p. 22)	*Brevet Simple*	2 years	Upper secondary technician training	May be placed in grade 12.
3. *Certificat de Fin d'Etudes Secondaires Classiques, Première Partie* (Certificate of Completion of Classical Secondary Studies, Part I), received after *Bacc.* I (p. 24)	*premier cycle* (1st cycle of secondary school)	3 years (total of 12 years)	Vocational and some higher professional training; some university programs	May be considered for freshman admission in less selective institutions.

Credential	Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendations
4. *Certificat de Fin d'Etudes Secondaires Classiques, Deuxième Partie* (Certificate of Completion of Classical Secondary Studies, Part II), received after *Bacc.* II (p. 24)	*Bacc.* I	1 year	Higher education	May be considered for freshman admission.
C. Vocational Credentials				
Note: Secondary vocational credentials are strictly vocational with little academic content; they do not prepare the student for continuation into the academic high school. Advanced vocational credentials are offered by special vocational programs that are considered outside the framework of university level (UEH) training.				
1. Secondary Vocational Credentials				
a. *Certificat d'Aptitude Professionnelle*/CAP (Certificate of Vocational Competency, pp. 30, 32, 36)	*école primaire* (primary school)	2–4 years	Does not normally lead to further study	Primarily a vocational qualification; may be placed in high school at the appropriate grade level based on a review of prior study.
b. *Diplôme d'Enseignement Agricole* (Agricultural Teaching Diploma, p. 35)	*école primaire* (primary school)	3 years	Agricultural teaching or upper secondary agricultural training (*école moyenne agricole*)	Primarily a vocational qualification; may be placed in high school at the appropriate grade level based on a review of prior study.

c. *Brevet d'Aptitude Professionnelle* (*Brevet* of Vocational Competency, p. 30)	*premier cycle (quatrième)*	4 years	Does not normally lead to further study	Primarily a vocational qualification; may be placed in high school at the appropriate grade level based on a review of prior study.
d. *Diplôme de Fin d'Etudes Normales* (Normal School Completion Diploma, pp. 38–39)	*troisième** or *Brevet Simple*	3 years	Further vocational normal training	Primarily a vocational qualification; may be considered for freshman admission where a review of the transcript indicates that the program followed is appropriate preparation.
e. *Certificat d'Aptitude à l'Enseignement Professionnel*/CAEP or *Diplôme d'Enseignement Professionnel* (Certificate of Competency or Diploma in Vocational Teaching, p. 39)	*Diplôme de Fin d'Etudes Normales*	1 year	Does not normally lead to further study	Primarily a vocational qualification; may be considered for freshman admission where a review of the transcript indicates that the program followed is appropriate preparation.
f. *Diplôme de Technicien* (Technician's Diploma, pp. 32, 35, 54)	*Brevet Supérieur* or *seconde*	2–4 years	Further vocational training	Primarily a vocational qualification; may be considered for freshman admission where vocational training is appropriate preparation.

* Entrance requirement is expected to be raised to the *seconde* despite legally required *troisième*.

Credential	Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendations
g. *Diplôme d'Auxiliaire* (Auxiliary Diploma in nursing, p. 75)	*troisième* (legally) but more often *Brevet Supérieur* or *seconde*	9 months	Further secondary nurses training in specialized fields	Primarily a vocational qualification; placement should be based on other credentials.
2. Advanced Vocational Credentials from Tertiary Level Institutions				
a. *Diplôme d'Arpenteur/ Diplôme de Topographe* (Diploma in Surveying/ Diploma in Topography, pp. 49, 62, 72); *Diplôme de Technicien . . . Agricole, –en Santé et Production Animales* (Technician's Diploma in Agriculture, Animal Health and Production), *Diplôme de Garde Forestier* (Forestry Diploma, pp. 35, 47, 49, 54)	*seconde*	2–3 years	—	May be considered for freshman admission where the specialized training is appropriate preparation.
b. *Diplôme de Technicien Supérieur en Electronique, –en Electricité* (Advanced Technician's Diploma in Electronics, and Electricity, p. 73) or "Bachelor of Science" from L'Institut de Technologie Electronique d'Haïti (p. 73)	*seconde*	4 years	—	May be considered for freshman admission where the specialized training is appropriate preparation.

c. *Diplôme de Technicien Laboratoire* (Laboratory Technician's Diploma, p. 76)	*Bacc.* II	15 months	—	May be considered for freshman admission.
d. *Diplôme de Technologie Médicale* (Medical Technology Diploma, p. 76)	*Bacc.* II	2 years	—	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
e. *Diplôme d'Infirmière* (Nursing Diploma, pp. 75, 76)	*Bacc.* I or *Bacc.* II	3 years	Further specialized nurse's training	May be considered to have a credential comparable to a diploma from a U.S. hospital school of nursing; may be considered for undergraduate admission.
f. *Certificat d'Infirmière-Hygiéniste* (Nurse-Hygienist Certificate, p. 76)	*Diplôme d'Infirmière*	1 year	—	Represents completion of advanced vocational training; not an academic qualification.
g. *Diplôme* (e.g., *Diplôme d'Ingénieur*) offered in various tertiary level vocational schools (pp. 72, 73)	*Bacc.* II	1–4 years	—	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
h. *Diplôme* from Olivier Group and Company (p. 74)	*Bacc.* II	5 years	—	May be considered for graduate admission.
i. *Licence* offered in various tertiary level vocational schools such as IHECE (p. 73)	*Bacc.* II	4–5 years	—	May be considered for graduate admission. *Note:* See author's comment on p. 80 of the Guidelines.

Credential	Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendations
D. Undergraduate Credentials				
Author's Note: Unless otherwise noted, all credentials are offered through one of the colleges or schools of the Université d'Etat d'Haïti. The length of study includes a preparatory year when it is required.				
Note: Students who have completed some coursework for any of the programs listed below may be considered for undergraduate admission with up to a maximum of 30 semester hours of transfer credit for each year, determined through a course-by-course analysis. When the length of a program is cited, it refers to the standard length of the program when pursued fulltime. The actual period of attendance may vary.				
1. *Certificat Professionnel* (Professional Certificate; also called the Associate of Arts degree) offered at CUIH (pp. 69–70)	*Bacc.* I or *Bacc.* II	2 years	Further study at university where offered	May be considered for freshman admission where prior background is the appropriate preparation.
2. *Certificat en Gestion des Affaires, –en Administration Publique;* or *–en Sciences Politiques* (INAGHEI Certificate in Business Management, Public Administration, or Political Science with an emphasis in International Relations, pp. 47, 48, 49, 65, 66, 67)	University diploma or 5 years' work experience	1 year (30 credits)	Does not normally lead to further study	Admission should be based on other credentials. May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
3. *Certificat en Psychologie* (Certificate in Psychology, pp. 41, 64)	Diploma in secondary teaching, nursing or social work	1 year	Does not normally lead to further study	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.

4. *Diplôme en Sciences Comptables* (Diploma in Accounting, pp. 47, 65, 67)	*Bacc.* I and 5 years' work experience or university diploma	2 years (60 credits)	Does not normally lead to further study	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
5. *Certificat d'Aptitude au Professorat de l'Enseignement Secondaire*/CAPES (Secondary School Teaching Certificate, pp. 40, 41, 47, 61)	*Bacc.* II	3 years	Secondary teaching; further university study	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
6. a. *Diplôme, Diplôme de Fin d'Etudes* (Diploma, Diploma of Completion of Studies, pp. 40, 41, 48, 64–65)	*Bacc.* II	3 years	Where offered, further university study in the field	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
b. *Diplôme, Diplôme de Fin d'Etudes* (Diploma, Diploma of Completion of Studies, pp. 61–62)	*Bacc.* II	4–5 years	Where offered, further university study in the field	May be considered for graduate admission.
7. *Diplôme de Pharmacien* (Pharmacy Diploma, pp. 48, 59–60)	*Bacc.* II	4 years	Practice	May be considered to have a first professional degree in the field; may be considered for graduate admission.
8. *Licence* (also called Bachelor of Arts in newer programs at CUIH, and ENARTS, pp. 69–70, 74)	*Bacc.* I; *Bacc.* II (without entrance exam)	3–4 years	—	May be considered for freshman admission where prior background is the appropriate preparation.

Credential	Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendations
9. *Diplôme d'Ingénieur* (Diploma in Engineering in various fields, pp. 47, 53, 54)	*Bacc.* II	4–5 years	—	May be considered for graduate admission.
10. a. *Licence* in linguistics (pp. 48, 64)	*Bacc.* II	3 years	Further study	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.
b. *Licence* in accounting (pp. 47, 65, 67); anthropology (pp. 47, 63); business (pp. 47, 65–67, 73); economics (pp. 48, 55–56, 73); education (pp. 40, 41, 48, 64–65); humanities (pp. 40, 48, 65); international affairs (pp. 48, 65–67); law (pp. 48, 56–57); mathematics (pp. 40, 48, 60–62); public administration (pp. 49, 65–67); sciences (pp. 40, 48, 60–62); social sciences (pp. 49, 63, 64)	*Bacc.* II	4–5 years	Further study	May be considered for graduate admission.

11. *Diplôme de Chirurgien-Dentiste* (Dental Surgeon's Diploma, pp. 47, 54–55)	*Bacc.* II	5 years	—	May be considered to have a first professional degree in the field; may be considered for graduate admission.
12. *Diplôme de Docteur en Médecine* (Medical Doctor's Diploma, pp. 48, 58–59)	*Bacc.* II	6 years	—	May be considered to have a first professional degree in the field; may be considered for graduate admission.
13. *Licence en Théologie* (from a seminary only, p. 75)	*Bacc.* II	7 years	—	May be considered to have a degree comparable to a U.S. Master's of Divinity degree.
E. Graduate Credentials				
14. *Maîtrise* (Master's Degree, pp. 47, 52, 63)	*Diplôme* or *Licence*	2 years	Doctoral admission where offered	May be considered for graduate admission with possible transfer credit based on a careful review of the total postsecondary study in terms of length and content.
15. *Doctorat* (Doctorate Degree, pp. 47, 52, 63)	*Maîtrise*	2–3 years	—	Represents a level of achievement beyond the U.S. master's degree; may be comparable to an earned doctorate in the U.S.

Appendix A

Haitian Grading Scales

Numerical Grade	Description		Suggested Letter Grade	Comments
I. Ten Point Scale				
8.75–10.00	*Très Bien*	Excellent	A+	–
7.50–8.50	*Bien*	Very Good	A	–
6.25–7.45	*Assez Bien*	Good	B	–
5.00–6.20	*Passable*	Acceptable	–	–
0–4.75	*Echec*	Failing	F	Must repeat subject or grade.
II. Twenty Point Scale				
17–20	*Très Bien*	Exceptional	A	–
14–16	*Bien*	Very Good	–	–
12–13	*Assez Bien*	Good	B	–
10–11	*Passable*	Acceptable	C	–
5–9	*Faible*	Weak	–	Must repeat subject.
0–4	*Nul*	Nil	–	No credit given.
III. One Hundred Point Scale				
90–100	*Très Bien*	Excellent	A+	–
80–89	*Bien*	Very Good	A	–
70–79	*Assez Bien*	Good	B	–
65–69*	*Passable*	Acceptable	C	–
40–64	*Médiocre*	Poor	F	–
10–39	*Mal*	Very Poor	F	–
0–9	*Nul*	Nil	F	No credit given.

* In some schools, the acceptable score is 60, rather than 65. The passing grade is normally specified on the *certificat de scolarité* or *transcription des notes*.

Appendix B

Sample Documents

DIRECTION GENERALE DE L'EDUCATION NATIONALE

(Section de l'Enseignement Primaire Urbain et Normal)

La Section de l'Enseignement Primaire certifie et atteste que :

M _____

Née à PORT-AU-PRINCE

Le 3 JUIN 1959

a obtenu son CERTIFICAT D'ETUDES PRIMAIRES suivant

Procès-Verbal du Jury d'Examen de la Session de JUIN 1972

Et qu'elle est inscrit e sur le Registre tenu à cet effet à

la Direction Générale de l'Education Nationale.

En foi de quoi ce présent lui est délivré pour servir et valoir ce que de droit.

Enrégistré au N° 40

à

Pétion-Ville : Filles

Le Directeur de l'Enseignement Primaire Urbain et Normal

1. *Certificat d'Etudes Primaires* (Primary Studies Certificate)

This certificate was formerly awarded after the primary cycle.

2. *Brevet Elementaire (Simple)*

Also known as the *Brevet Simple*, this document certifies general readiness for mid-level vocations.

DIRECTION GENERALE DE L'EDUCATION NATIONALE

(Section de l'Enseignement Primaire Urbain et Normal)

La Section de l'Enseignement Primaire certifie et atteste que:

M. ecrasseille

Ne à Ile-en du Sud

Le 27 Mars 1959

a obtenu son BREVET ELEMENTAIRE suivant Procès-Verbal du Jury d'Examen de la Session de JUIN 1977

Et qu'elle est inscrite sur le Registre tenu à cet effet à la Direction Générale de l'Education Nationale.

En foi de quoi ce présent lui est délivré pour servir et valoir ce que de droit,

Le Directeur de l'Enseignement

3. *Brevet Supérieur* (Higher *Brevet*)

The Higher *Brevet* certifies readiness for advanced technician training or general preparation for vocations requiring higher level, quasi-general secondary studies.

DIRECTION GENERALE DE L'EDUCATION NATIONALE

(Section de l'Enseignement Primaire Urbain et Normal)

La Section de l'Enseignement Primaire certifie et atteste que :

M. _____

Né à PORT AU PRINCE

Le 7 JUILLET 1944

a obtenu son BREVET SUPERIEUR suivant Procès-Verbal du Jury d'Examen de la Session de JUIN 1964

Et qu'elle est inscrite sur le Registre tenu à cet effet à la Direction Générale de l'Education Nationale.

En foi de quoi ce présent lui est délivré pour servir et valoir ce que de droit,

Le Directeur de l'Enseignement Primaire Urbain et Normal

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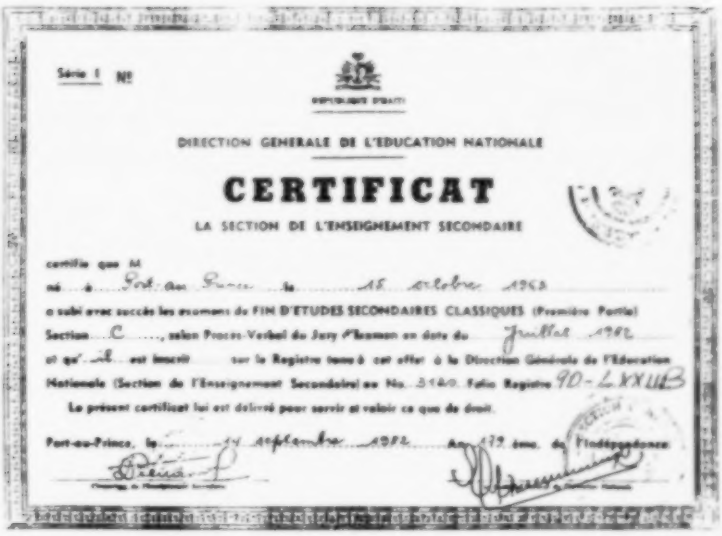

Série I Nº

RÉPUBLIQUE D'HAITI

DIRECTION GENERALE DE L'EDUCATION NATIONALE

CERTIFICAT

LA SECTION DE L'ENSEIGNEMENT SECONDAIRE

certifie que M
né à Port au Prince le 15 octobre 1963
a subi avec succès les examens de FIN D'ETUDES SECONDAIRES CLASSIQUES (Première Partie)
Section C, selon Procès-Verbal du Jury d'Examen en date du Juillet 1982
et qu'il est inscrit sur le Registre tenu à cet effet à la Direction Générale de l'Education Nationale (Section de l'Enseignement Secondaire) au No. 3140. Folio Registre 90 - LXXIII

Le présent certificat lui est délivré pour servir et valoir ce que de droit.

Port-au-Prince, le 14 septembre 1982 An 179 ème. de l'Indépendance

Le Directeur Général

Le Ministre

4. *Certificat de Fin d'Etudes Secondaires Classiques, Première Partie* (Certificate of Completion of Classical Secondary Studies, Part I)

This high school certificate is awarded after completion ot the Baccalaureate I examination at the end of the twelfth grade (*rhétorique*).

Série P Nº

RÉPUBLIQUE D'HAITI

DIRECTION GENERALE DE L'EDUCATION NATIONALE

Certificat

LA SECTION DE L'ENSEIGNEMENT SECONDAIRE

Certifie que Monsieur
né à Port-au-Prince le 15 octobre 1963
a subi avec succès les examens de FIN D'ETUDES SECONDAIRES CLASSIQUES (Deuxième Partie)
Section C selon Procès-Verbal du Jury d'Examen en date du Juillet 1983
et qu'il est inscrit sur le Registre tenu à cet effet à la Direction Générale de l'Education Nationale (Section de l'Enseignement Secondaire) au No. 1138 Folio Registre 18 - LXXIA

Le présent certificat lui est délivré pour servir et valoir ce que de droit

Port-au-Prince, le 28 Novembre 1983 An 180 ème de l'Indépendance

Le Directeur Général

Le Ministre

5. *Certificat de Fin d'Etudes Secondaires Classiques, Deuxième Partie* (Certificate of Completion of Classical Secondary Studies, Part II)

This final high school certificate is awarded upon completion of the full seven years of secondary academic studies and passing of the Baccalaureate II examination.

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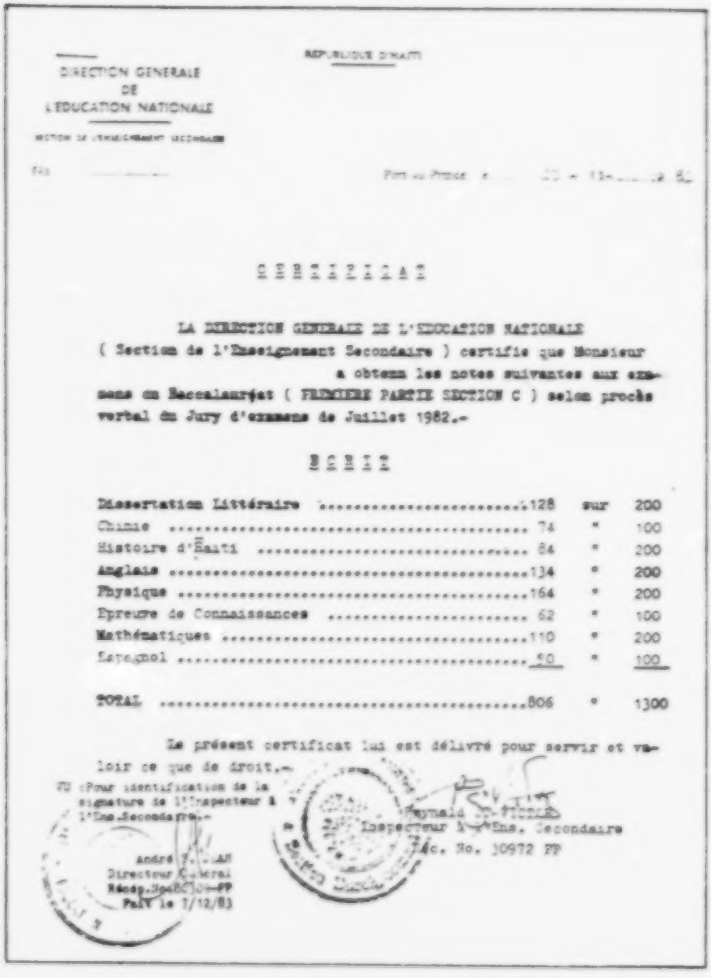

DIRECTION GENERALE
DE
L'EDUCATION NATIONALE

SECTION DE L'ENSEIGNEMENT SECONDAIRE

Fait ... Port-au-Prince, ...

C E R T I F I C A T

LA DIRECTION GENERALE DE L'EDUCATION NATIONALE
(Section de l'Enseignement Secondaire) certifie que Monsieur
a obtenu les notes suivantes aux exa-
mens du Baccalauréat (PREMIERE PARTIE SECTION C) selon procès
verbal du Jury d'examens de Juillet 1982.-

E C R I T

Dissertation Littéraire	128	sur	200
Chimie	74	"	100
Histoire d'Haïti	84	"	200
Anglais	134	"	200
Physique	164	"	200
Epreuve de Connaissances	62	"	100
Mathématiques	110	"	200
Espagnol	50	"	100
TOTAL	806	"	1300

Le présent certificat lui est délivré pour servir et va-
loir ce que de droit.-

Pour identification de la
signature de l'Inspecteur à
l'Ens.Secondaire.-

André [illegible]
Directeur Général
Récép.No[illegible]-FP
Paÿé le 7/12/83

Reynald [illegible]
Inspecteur à l'Ens. Secondaire
Rec. No. 10972 FP

6. *Certificat de Notes aux Examens du Baccalauréat* (Certificate of Baccalaureate Examination Scores)

This certificate provides the scores earned on the Baccalaureate I examination. The overall average achieved (60%) is acceptable for awarding the *Certificat de Fin d'Etudes Secondaires Classiques, Première Partie.*

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UNIVERSITE D'ETAT

DEPARTEMENT DE L'EDUCATION NATIONALE

Direction Générale de l'Enseignement

Diplôme de Fin d'Etudes Normales

AU NOM DE LA REPUBLIQUE

Nous, Ethner Brutus Secrétaire d'Etat de l'Education Nationale,

Sur le Rapport de la Direction Générale de l'Education Nationale qui a approuvé le procès-verbal en date du Juin 1972 du Jury et qui a examiné les élèves-maîtres de l'Ecole Normale d'Instituteurs de Port-au-Prince

Conférons à M. né à Gonaïves

le 1 octobre 1943 le Diplôme de Fin d'Etudes Normales, pour qu'il en jouisse conformément aux Lois et Réglements en vigueur

Fait à Port-au-Prince, au Palais des Ministères, sous le sceau de la Secrétairerie d'Etat de l'Education Nationale, le 26 novembre 72 an 170ème de l'Indépendance

1/18

7. Diplôme de Fin d'Etudes Normales (Normal School Completion Diploma)

This primary normal school diploma indicates completion of primary teacher training.

REPUBLIQUE D'HAITI

UNIVERSITE D'ETAT

ECOLE NORMALE SUPERIEURE

Diplôme de Fin d'Etudes

AU NOM DE LA REPUBLIQUE

Nous, RAOUL PIERRE-LOUIS *Secrétaire d'Etat de l'Education Nationale;*

Vu le Procès-Verbal des Examens de l'Ecole Normale Supérieure

en date du JUILLET 1976

Certifions que M^r né à CAP-HAITIEN

le DECEMBRE 195. *a suivi les cours et subi avec succès les examens qui lui donnent droit au DIPLOME DE FIN D'ETUDES*

Section SCIENCES NATURELLES *Mention*

En foi de quoi le présent Diplôme lui est délivré pour servir et valoir ce que de droit.

Fait à Port-au-Prince *le* 2 AVRIL 1977

8. *Diplôme de Fin d'Etudes (Sciences Naturelles)* from ENS (Diploma of Completion of Studies in Natural Sciences at the Higher Normal School)

This diploma is awarded for completion of the first level degree program in the Ecole Normale Supérieure and College of Sciences. No *mention* is indicated and the student has therefore not achieved honors.

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REPUBLIQUE D'HAITI

UNIVERSITE D'ETAT

FACULTÉ DE DROIT DE PORT-AU-PRINCE

Diplôme de Licencié en Droit

AU NOM DE LA RÉPUBLIQUE

Nous, Léonce Viaud, Secrétaire d'Etat de l'Education Nationale, sur le rapport du Recteur de l'Université

et vu le procès-verbal d'Examen dressé à la Faculté de Droit de Port-au-Prince, le 8 Août 1944

constatant que le sieur

né à Port-Margot, Département du Nord le 21 Mai 1920

a subi avec succès les Examens pour l'obtention du grade de *Licencié en Droit*

En vertu des Décrets-lois du 10 Janvier 1944 et du 16 Décembre 1940 conférons au dit sieur Maurice Eyma

le grade de *Licencié en Droit* pour en jouir selon les droits, prérogatives et conditions prévus par les Lois, Arrêtés et Règlements en vigueur,

et lui en délivrons le présent Diplôme.

Fait [illegible] Port-au-Prince, le 8 Août 1944

UNIVERSITÉ D'ETAT — Faculté de Droit

9. *Diplôme de Licencié en Droit de la Faculté de Droit de Port-au-Prince* (Licencié in Law from the State University of Haiti, College of Law)

This *licence* is awarded by both the State University of Haiti, College of Law and the Free Schools of Law.

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République d'Haïti

LIBERTÉ ÉGALITÉ FRATERNITÉ

UNIVERSITE D'ETAT

INSTITUT NATIONAL D'ADMINISTRATION DE GESTION ET DES HAUTES ETUDES INTERNATIONALES (INAGHEI)

AU NOM DE LA REPUBLIQUE

Nous Franck L. Saint Victor Secrétaire d'Etat de l'Education Nationale

Vu le Procès-Verbal de soutenance de Mémoire dressé au local de l'Institut, le 20 Juillet 1981

attestant que :

Monsieur .....

né à la Croix-des-Bouquets, Haïti, le 22 février 1953

Etudiant à l'Institut; option Gestion des Affaires

a satisfait aux conditions imposées par les Statuts et Reglements de l'INAGHEI, et présenté avec succès son Mémoire de sortie pour lequel le Jury lui a accordé la mention Bien

lui décernons par les présentes le grade de Licencié en Gestion des Affaires

pour en jouir avec les droits et prérogatives qui y sont attachés.

Fait à Port-au-Prince, sous le sceau de la Secrétairerie d'Etat de l'Education Nationale.

le 21 Décembre 1982

10. *Licence en Gestion des Affaires* from INAGHEI (*Licence* in Business Management from INAGHEI)

This *licence* diploma shows the honors awarded the student: *Bien* or "Very Good."

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RÉPUBLIQUE D'HAITI

UNITÉ — ÉGALITÉ — FRATERNITÉ

INSTITUT SUPERIEUR TECHNIQUE D'HAITI

FONDÉ LE 9 OCTOBRE 1962

RECONNU D'UTILITÉ PUBLIQUE PAR ARRÊTÉ PRÉSIDENTIEL DU 9 MARS 1965

DIPLOME

Nous, Ing. RICHARD L.CONTE, Directeur de l'INSTITUT SUPERIEUR TECHNIQUE D'HAITI

Vu le procès verbal d'examen dressé à Port-au-Prince, le 26 JUILLET 1980

Attestons que M.

Né(e) le 15 Août 1955

a satisfait aux conditions imposées par les statuts et règlements intérieurs de l'INSTITUT SUPERIEUR TECHNIQUE D'HAITI, et subi avec succès ses examens de sortie, lui délivrons par les présentes, le DIPLOME d'INGÉNIEUR CIVIL

pour en jouir les droits et prérogatives qui y sont attachés.

Fait à Port-au-Prince, sous le sceau de l'INSTITUT SUPERIEUR TECHNIQUE D'HAITI, le 27 JUILLET 1980

MAITRES ENSEIGNANTS

CENTRE CONFORME

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1. *Diplôme d'Ingénieur Civil* from ISTH (Civil Engineering Diploma of the Advanced Technical Institute of Haiti)

Diplomas are also awarded by advanced technical institutes and non-university tertiary level institutions. As a private institute, ISTH's diploma is not signed and recorded by the Department of Education.

Appendix C

Selected Courses of Study in Haitian Institutions of Higher Education

I. Course of Study for Nursing Diploma

Academic Program	Class Hours	Clinical Training	Hours
Administration	–	Administration	1
Anatomy & Physiology	90	Dermatology	1
Bacteriology	74	Emergency Room & Out-Patient Clinic	1
Biochemisty	70	Medicine	2
Child Welfare	–	Nutrition	1
Community Health	25	Obstetrics	2
Diet Therapy	35	Operating Room	1½
First Aid	25	Ophthalmology	1
Gynecology	30	Orthopedics	1
Hist. & Evolution of Nurs.	15	Pediatrics	2
Medical Ethics	35	Private Room Nursing	–
Medicine	40	Probation	6
Mental Hygiene	25	Psychiatry	–
Nursing Art	175	Public Health	3
Nursing & Community Health	40	Surgery	2
Nutrition	30	Tuberculosis	1
Obstetric Nursing	30	Urology	1
Obstetrics	35		
Ophthalmology	15		
Pediatric Nursing	30		
Pediatrics	30		
Personal Hygiene	20		
Pharmacology	50		
Psychiatric Nursing	20		
Psychiatry	25		
Psychology	25		
Semiology	20		
Sociology	30		
Surgical Nursing	80		

II. Curriculum for Ethnology

Year I	Year II	Year III
Caribbean Civilizations	Biology	Anthro. Economics
Criminal Anthropology	Economic Geography	Applied Sociology
Cultural Anthropology	Folklore	Biology
Ethnographies	Genetics	Caribbean Civilizations
German	German	Communications
Human Geography	Human Anatomy	Criminology
Intro. to Sociology	Intro. to Criminology	Economics
Linguistics	Library Science	Ethno-Botany
Music	Linguistic Anthro.	Ethno-Psychology
Physical Anthropology	Music	Library Science
Research Techniques	Political Sociology	Linguistics
Soc. Sci. Methodologies	Sociology	Rural Sociology
Sociology	Sociol. of Communication	Socio-Linguistics
Spanish	Spanish	Sociol. of Ecology
	Statistics	Statistics

Years IV AND V*

Caribbean Civilizations	Ethno-Botany
Criminal Sociology	Ethno-Psychology
Ecology	Geography
Economics	Linguistic Anthropology
Endocrinology	Linguistics

*Year V is continuation of course of study into graduate degree program.

III. Curriculum for Development Sciences

Year I	Year II
Administration & Development	Administration & Development
Conference on Development	Community Enterprise & Development
Demography-Statistics	Conference on Development
Development Experiments	Demography & Development
Economic Sciences & Development	Ecology & Development
Economics of Development	Economic & Development Theory
Education & Development	Economic Integration & Development
Evolution & the Caribbean Region	Education & Development
Extra-Economic Factors of Develop.	Extra-Economic Factors of Develop.
Geography & Development	Finance & Development
Haiti & Latin America	Geography & Development
Health & Development	Health & Development
Integration & Development	Planning & Development
Social Research	Social Research
Sociology & Development	Sociology & Development

SOURCE: *Bulletin de l'Académie des Sciences Humaines et Sociales d'Haïti*, 1980.

IV. College of Agronomy Core Curriculum

First Semester	Hours Th	Hours Pr	Second Semester	Hours Th	Hours Pr
Biology	3	2	Botany I	4	2
French	2	–	French	3	–
Gen. & Mineral Chem.	3	3	Intro. to Agric.	2	–
Geology	2	1	Mathematics II	4	2
Intro. to Agric.	2	–	Organic Chemistry	3	3
Mathematics I	4	2	Physics II	2	2
Physics I	3	3	Zoology	2	1
Totals	19	11		20	10
Third Semester			**Fourth Semester**		
Agriculture I	1	1	Agriculture II	1	1
Animal Anatomy	2	1	Animal Physiology	2	2
Biochemistry	4	4	Climatology	2	1
Botany II	1	1	Economics II	2	2
Economics I	2	1	Entomology	2	2
Microbiology	2	2	Genetics	1	1
Soil Science	2	2	Plant Physiology	2	2
Statistics I	2	2	Sociology	2	1
			Statistics I	1	1
			Zootechnology	2	1
Totals	16	14		17	14
Fifth Semester			**Sixth Semester**		
Agric. Technol.	2	1	Accounting	2	1
Agronomy	2	2	Biometry	1	1
Ecology	1	1	Cartography	1	1
Geography	1	1	Comparative Agric.	2	1
Hydrology	2	1	Computer Science	–	1
Rural Economics	2	–	Economic Entomology	2	2
Rural Sociol.	2	1	Energy & Conservation of Natural Resources	1	1
Soil Fertilization & Chemistry	2	2	General Pathology	2	2
Surveying	2	2	Human Nutrition	2	–
Technical Drawing	1	2	Irrigation	1	2
			Zootechnology	2	2
Totals	17	13		16	14

SOURCE: Decanat, Faculté d'Agronomie et de Médecine Vétérinaire, March 1983.
Th = Theory; Pr = Practice

V. Courses of Study for Medicine

Preparatory Year

Animal Biology	Mathematics
Behavioral Sciences	Medical Genetics
Cellular Biology	Molecular Biology
Concept of Health	Physics
General Chemistry	Theoret. & Pract. Biochem.
General Embryology	Theoret. & Pract. Org. Chem.
General Genetics	Theoret. & Pract. Parasitol.

Subject	Hours per Week Theoretical	Practical	Total Hours Per Year
	Year I		
Anatomy	2	9½	352½
Biochemistry	–	4	128
Embryology	1	–	32
Histology	1	6	160
Physiology	2	1	96
Statistics	–	–	–
	Year II		
Bacteriology	2	6	192
Biochemistry	1	1	64
Endocrinology	–	–	–
Medical Semiology	1	3	128
Neuroanatomy	4	–	128
Nutrition	1	–	32
Parasitology	1	1	64
Pathological Anatomy	2	2	128
Physiology	3	2	160
Surgical Semiology	3	6	288
Topographical Anatomy	1	–	32
	Year III		
Cultural Anthropology	–	–	–
Dermatology	1	–	40
Epidemiology	1	–	32
Medical Pathology	2	80/yr	144
Metabolic Diseases	1	–	32
Obstetrical Pathology	2	80/yr	144
Otorhinolaryngology	2	30/yr	144
Orthopedics	1	–	32
Pathological Anatomy	1	1	64
Pediatrics	2	40/yr	104
Pharmacology	1	–	32

(continued)

Psychology	–	–	–
Radiology	1	–	32
Surgical Pathology	2	80/yr	144
Therapeutics	1	–	32
Traumatology	1	–	32
Tropical Medicine	1	2	96
Urology	1	–	40

Year IV

Cultural Anthropology	–	–	–
Dermatology	1	–	32
Endocrinology	1	–	32
Gynecology	1	–	32
Medical Pathology	2	120/yr	184
Neurology	1	–	32
Obstetrical Pathology	2	120/yr	184
Ophthalmology	1	–	32
Operatory Medicine	1	–	32
Orthopedics (Trauma)	1	–	32
Otorhinolaryngology	1	–	32
Pediatrics	2	60/yr	124
Phthisiology	1	–	32
Preventive Medicine	–	4	128
Psychiatry	1	60/yr	94
Radiology	1	–	32
Surgical Pathology	2	120/yr	184
Therapeutics	1	–	32
Toxicology	1	–	32
Urology	1	–	32

Field	Months	Field	Months
Year V: *L'Année de l'Internat* (Internship Year)			
Community Medicine	1 wk	Otorhinolaryngology/ Ophthalmology	1
Dermatology	3 wks	Outpatient Clinic	1
Laboratory	1	Pediatrics	1
Medicine	2	Pneumo-Phthisiology	1
Obstetrics	1	Surgery	1
Orthopedics	1	Urology	1

VI. Civil Engineering Course of Study, Institut Supérieur Technique d'Haïti (ISTH)

Year I	Sems:	1	2	**Year II**	Sems:	1	2
Analytics		x	x	Assessment & Bids		–	x
Building Design		x	x	Construction		–	x
Intro. to Architect.		x	x	Constr. & Foundation		x	–
Layout & Earthwork		x	–	Electricity		x	x
Math'l Analysis		x	x	French Concrete		x	–
Modern Algebra		x	x	Highway Technique		x	x
Perspective		x	x	Hydraulics		x	x
Practical Resistance		x	–	Hydrology		x	x
Practical Topography		x	–	Linear Algebra		–	x
Reinforced Concrete		x	x	Math'l Analysis		x	x
Spherical Trigonometry		x	x	Measurements & Bids		x	–
Strength of Materials		–	x	Mechanics		x	x
Strength of Materials				Reinforced Concrete		–	x
(Practical)		–	x	Statistics		x	x
Theoret. Resistance		x	–	Strength of Materials		–	x
Theoret. Topography		x	x	Theoret. Resistance		x	–
Topogr. Design		x	–	Thermodynamics		x	x
Topogr. Drawing		–	x	Ultimate Concrete		–	x
Year III	Sems:	1	2	**Year III** *(cont.)*	Sems:	1	2
Bridge Project		–	x	Linear Algebra		–	x
Constr. & Foundation		x	–	Math'l Analysis		x	–
Electri. Installation		x	x	Reinforced Concrete		–	x
French Concrete		x	–	Reinforced Concrete			
Highway Project		–	x	Project		–	x
Hydraulics		x	x	Sanitary Engineering		x	x
Hydraulics Project		–	x	Strength of Materials		x	x
Irrigation		–	x				

VII. Course of Study for Civil Engineering, College of Sciences—Université d'Etat d'Haïti

Preparatory Year*

First Semester	Hrs/Wk	Second Semester	Hrs/Wk
Chemistry I	7	Chemistry II	7
Linear Drawing	4	Descriptive Drawing I	1
Mathematics I	10	Linear Drawing	2
Physics I	7	Mathematics II	10
Physics Practica I	2	Perspectives I	1
		Physics II	7
		Physics Practica II	2

Year I*

First Semester	Hrs/Wk	Second Semester	Hrs/Wk
Chemistry III	7	Fluid Mechanics	1.5
Descriptive Drawing II	2	General Geology	1.5
Mathematics III	10	Intro. to Computers	2
Perspectives II	1	Legislation	1.5
Physics III	10	Materials Constr. I	3
Physics Practica III	2	Materials Practica	2
		Mathematics IV	4
		Physics IV	8
		Probability	2
		Resistance I	5
		Technical Drawing I	1.5
		Topography I	3

Year II

First Semester	Hrs/Wk	Second Semester	Hrs/Wk
Computer Science	2	Applied Hydrology	2
Fluid Mech./Hydraulics	2	Drainage	2
Gen. Hydrology	1.5	Economics	1.5
Instrumenta. in Hydrol. & Hydraulics	2/2 sem.	Highways I	2
Materials & Constr. II	2	Materials & Constr. III	2
Mathematics V	2.5	Mathematics VI	4
Mechanics of Soil	2	Practica in Metals, Resistance, Steel (each)	2/3 sem.
Metals	2	Reinforced Concrete II	3
Practica in Concrete, Metals, Soils (each)	2/3 sem.	Resistance III	4 sem.
Reinforced Concrete I	3	Resistance IV	2
Resistance II	4	Soil Mechanics	2.5
Statistics	1.5	Topography	3
Technical Drawing	1		
Topography II	3		

Year III

First Semester	Hrs/Wk	**Second Semester**	Hrs/Wk
Art Works I	2	Art Works II	2
Civil Eng. Engines	1	Drainage II	2
Drainage I	2	Final Projects:	
Economics II	1.5	Highways, Mechanics of	
Haitian Energy Resources	1	Soils, Sanitary Eng.,	
Highways II	1.5	Structures	8
Hydraulic Machines	1.5	Management II	2
Management I	2	Operational Research	2/- sem.
Materials & Constr. IV	1.5	Practica—Art Works	3/2 sem.
Mathematics VII	2	Practica—Management	3/2 sem.
Operational Research	2		
Practica in Art Works,			
Concrete, Highways,			
Management each	3/4 sem.		
Reinforced Concrete III	4		
Transportation	2		

*The first three semesters constitute a core curriculum for all students in the Technical Division. Students are not allowed to select courses in their field until the second semester of Year I.

VIII. Curriculum, INAGHEI Certificate

I. Business Administration

Subject	Credits	Subject	Credits
Budgeting	3	Personnel Management	3
Business Law	3	Prin. of Accounting I	3
Intro. to Marketing	3	Prin. of Accounting II	3
Macroeconomics	3	Prin. of Administration	3
Microeconomics	3	Social Law	3
		Total	30

II. Public Administration

Subject	Credits	Subject	Credits
Administrative Law	3	Haitian Economics	3
Communal Administration	3	Organiza'l Behavior	3
Develop. Administration	3	Personnel Management	3
Develop. Economics	3	Prin. of Administration	3
Haitian Admin. Structures	3	Social Law	3
		Total	30

III. Political Science

Subject	Credits	Subject	Credits
Admin. Struct. in Haiti	3	Intro. to Poli. Sci.	3
Constitutional Law	3	Political Analysis I	3
Evolution of Political Ideas in Haiti	3	Political Analysis II	3
Hist. of Poli. Doctrines	3	Social Law	3
Interna'l Relations III	3	Theories of Internat'l Relations	3
		Total	30

Glossary

Admis	Passed an examination thus qualifying for a degree; also, admitted to a program
Admis sur titre	Indicates admission on the basis of a prior university degree or professional qualification
Attestation	A document authenticating grades, examination results or attendance
Baccalauréat	National examination taken at the end of the twelfth and thirteenth years of school
Brevet	Semi-vocational or vocational credential indicating aptitude for a vocation
Certificat de Scolarité	Transcript or attestation of school attendance
Cinquième	Second year of secondary school; equivalent to eight years of school
Classe	Year of study in primary or secondary school
Classique	Classical. Refers to the tradition of classical studies in the Haitian curriculum. Although classical imprint has lessened, nonvocational studies are still considered classical.
Collège	Haitian private school that includes secondary level grades
Concours	Competition. The *concours d'entrée* determines admission to a school or department of the University
Diplôme de Fin d'Etudes	Diploma awarded upon completion of degree programs
Ecole Supérieure	Highly selective university school that carries out teaching and research
Enseignement	Education; teaching
Epreuve	Examination
Examen	Examination
Faculté	Degree-awarding State University department
Formation	Education or training
Grade	Title, rank or qualification implied in the awarding of a diploma
Licence	University degree awarded after completion of program of three or more years' duration
Licencié	A person who holds the *licence*

Maîtrise	University degree awarded after completion of a second level of study, usually after the *licence*
Mémoire	Thesis requiring research and an oral defense. Usually required for the *licence* and *maîtrise*.
Mention	Level of achievement or rating given for academic performance. May also indicate area of specialization.
Moyenne	Average grade
Option	Area of specialization
PCB	Physics–Chemistry–Biology year at the beginning of university study
Philosophie	Final year of classical secondary studies culminating in the national Baccalaureate examination, Part II. Called *"philosophie"* because of the importance accorded philosophy in the curriculum.
Première	Penultimate year of secondary study corresponding to twelve years of education. Also called the *rhétorique* year.
Procès-verbal	Official report of examination results
Promotion sortante	Graduating class
Propédeutique	Propaedeutic, introductory instruction; specifically, the general introductory year of university study
Quatrième	Third year of secondary school and the equivalent of nine years of school
Relevé de notes	Transcript of grades
Rhétorique	Penultimate year of classical high school culminating in the national Baccalaureate examination, Part I
Seconde	Fifth year of secondary school and the equivalent of eleven years of education
Siège	Test site
Subi/e/avec succès	Passed an examination
Thèse	Doctoral thesis requiring original research. Requires a defense or *soutenance de thèse*.
Travail de recherche	Research work or project. (pl. *travaux*)
Troisième	Fourth year of secondary school; equivalent of ten years of secondary education

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